



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

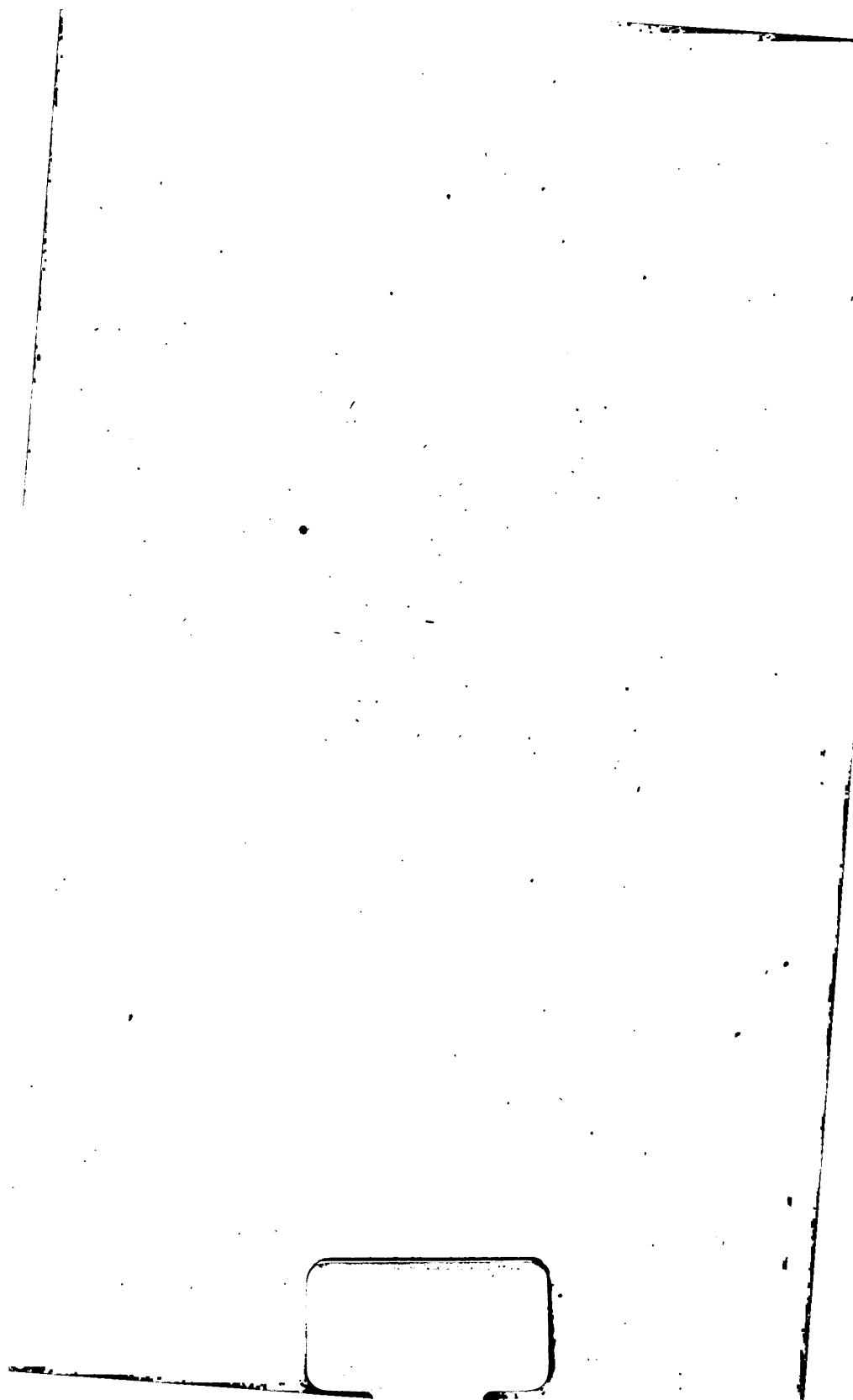
About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

L
149
.S62
H9

A 434760

Public Schools
of Sioux City, Iowa.
1894 - 1906.

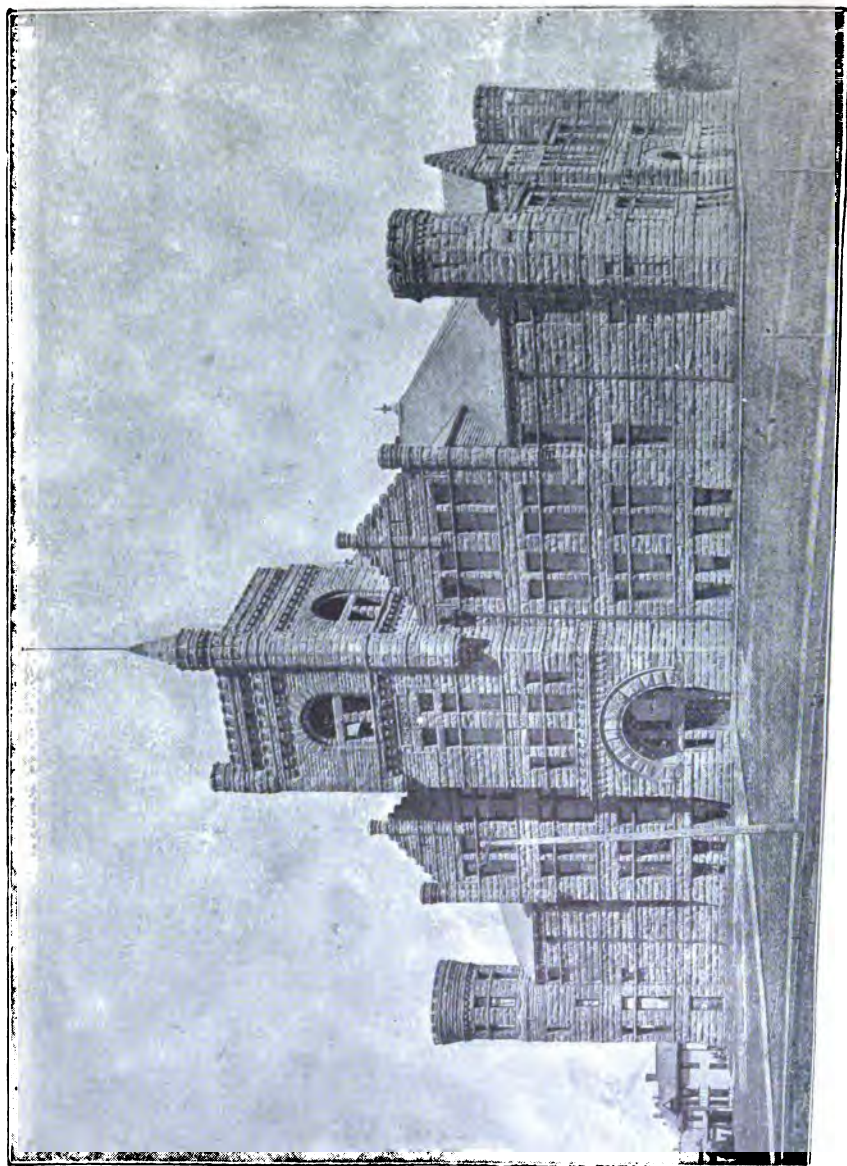


WITH THE COMPLIMENTS OF

H. E. KRATZ,

SUPERINTENDENT OF CITY SCHOOLS.

PLEASE EXCHANGE.



HIGH SCHOOL. TWELFTH AND JACKSON STREETS.

**Public & Schools
of Sioux City, Iowa,
1895 & 1896.**

1896:
STOCK CITY STAMP WORKS, PRINTERS
STOCK CITY, IOWA.

BOARD OF EDUCATION.

OFFICERS.

President—JULIUS PAPPE.

Secretary—R. M. DOTT.

Treasurer—HARRY S. HUBBARD.

Superintendent—H. E. KRATZ.

MEMBERS.

JULIUS PAPPE, Corner Fourth and Pierce Streets,	-	-	Term expires 1897
A. B. ANDERSON, 522 Fourth Street,	-	-	" " 1897
W. R. WEBB, Corner Fourth and Pearl Streets,	-	-	" " 1898
H. A. JOHNS, Nineteenth and Boulevard Streets,	-	-	" " 1898
F. C. HILLS, 812 Douglas Street,	-	-	" " 1899
E. D. WIGTON, 27 Toy Block,	-	-	" " 1899

COMMITTEES.

Auditing—Anderson, Webb, Johns.

Finance—Webb, Wigton, Anderson.

Purchasing—Wigton, Anderson, Hills.

School House—Hills, Johns, Webb.

Teachers—Johns, Hills, Wigton.

Board Rooms in High School Building, Twelfth and Jackson Streets.

Regular Meetings, First Monday Evening of Each Month.

School House Carpenter, O. Johnson.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

LIST OF SUPERINTENDENTS.

STERNE ROGERS.....September, 1869, to September, 1876
ALLEN ARMSTRONG.....September, 1876, to December, 1888
MRS. H. K. DEL FOSSE.....December, 1888, to April, 1889
C. W. DEANE.....April, 1889, to November, 1891
H. E. KRATZ.....November, 1891 to ----

PRESIDENT'S REPORT.

It is barely sixty days since my able predecessor submitted to you his annual report for the year. The same was so complete and exhaustive that it leaves but little for me to add. In the reports of the Superintendent and Secretary will be found all details of enrollment, attendance, finance, etc. It only remains for me to give a general report of the condition of the schools, together with a brief statement of some changes which I shall recommend.

I am happy to state that the total enrollment of our schools shows 6,874, as per the report of the Superintendent. This is the largest number that the Sioux City schools have ever had enrolled. In spite of the fact of increased attendance, the Treasurer's report shows an expenditure of \$20,000 less than last year. When it is remembered that our interest account amounts to nearly \$17,000 per annum, it will readily be seen that the strictest economy in the management of school affairs is necessary, in order to keep within the limit of the usual sum appropriated for school purposes. The bonded indebtedness now amounts to over \$342,000, a part of which will soon become due. It seems proper that some means should be devised whereby this debt could be somewhat reduced.

Our schools are in satisfactory condition, the past year showing great improvement in discipline and general efficiency. I doubt whether any city has a corps of teachers that work more harmoniously, or are more in touch with their superintendent.

We have now three kindergartens, one having been established in the Worcester school, in addition to those already in the Bancroft and Everett buildings. No department of our work shows more satisfactory results. The number of kindergartens should be increased as rapidly as possible. The teachers report their rooms as full to overflowing. The result of the kindergarten work in those districts where the children come mainly from neglected homes, is shown in increased cleanliness, courtesy, and self respect. It is in these localities particularly that I would recommend the establishment of more kindergartens.

I would also suggest that more attention be paid to penmanship. The rapidity with which our pupils are expected to do their tablet work has, I believe, a tendency to make them careless writers. It is a common criticism upon our American schools, that our native born children write much more poorly than the children of European immigrants. The vertical writing recommended this year will, I think, go far toward remedying this fault. If our finances warranted it, I should favor the appointment of a supervisor of penmanship.

The free transportation of pupils from the suburbs to the nearest graded school, has been continued this year, and again recommended for next year. It not only saves the District money, by reason of closing these schools, but gives the pupils the advantages of systematic grade work.

The work of our High School is progressing favorably and is being more and more looked to as one of our state's model institutions. One of its most active and important features is its club work. The Board heartily approves the good work done in this line, the worth of which can hardly be overestimated, but it is not unmindful of the fact that, in order to secure the best results all around, the club work should in every case be held subordinate to the work of the class room. As long as school clubs exist as such, they should be under the supervision of the Board and the Faculty. Resolutions to this effect, intending to more clearly define these relations, have been passed during the year.

Contrary to the one session plan pursued in most city high schools, we still hold two sessions in our High School. So many advantages are afforded by this plan of holding one session, from 9:00 A. M. to 2:30 P. M., with a half-hour intermission at noon, that I would offer it for your consideration. The benefits to pupils living at a distance, many of whom are already compelled to carry their luncheon, is at once apparent. The school hours are shortened, the pupils are made more independent in their work by the necessity of preparing it out of school hours, and altogether do better work because of the shorter intermission and lighter luncheon than can be secured by the present method. I would recommend that the plan be tried for at least one semester, and if it be found that the inconvenience to patrons, by reason of its possible interference with present domestic arrangements, be not overbalanced by the opportunities for better work resulting from the change, then I

should no longer urge the matter upon the people, but return to the old method of two sessions.

In every growing city the time comes when the problem of compulsory education must be faced. Our police records show only too large a number of young boys who are allowed to roam the streets during school hours, and who are constantly being tempted to commit not only petty offences against the law, but graver crimes as well. This matter should be given careful consideration, and methods devised whereby these children may come under the discipline and restraint of school life.

In closing, I wish to offer the thanks of the Board to the patrons of our schools for their hearty support and their interest in our work. We hope to prove by our conduct that it is our wish, as it has been that of our predecessors, to serve the people to the best of our strength and knowledge, to the end that the greatest good may accrue to the greatest number.

Respectfully submitted,

JULIUS PAPPE, *President.*

SECRETARY'S REPORT.

*To the Honorable Board of Directors of the Independent District of
Sioux City, Iowa:*

I have the honor to submit my report of receipts and disbursements of the various funds for the year commencing February 18th, 1895, and ending February 17th, 1896.

SCHOOL HOUSE FUND.

| | |
|---|---------------------------------------|
| Feb. 15, 1896. Received on | Feb. 18, 1895. Overdrawn..\$12,074.89 |
| Hewin's note | Orders drawn..... 45,602.17 |
| Feb. 17, 1896. Overdrawn.. 55,475.15 | |
| <u>\$57,677.06</u> | <u>\$57,677.06</u> |
| Of the above there are orders outstanding and not paid..... | \$27,000.00 |

CONTINGENT FUND.

| | |
|---|--|
| Feb. 18, 1895. On hand ..\$23,993.02 | Feb. 17, 1896. Orders drawn..\$32,320.64 |
| Taxes | Balance on hand..... 43,010.68 |
| Sale seats..... 68.50 | |
| Other sources..... 1,085.85 | |
| <u>\$75,331.32</u> | <u>\$75,331.32</u> |
| Of the above there are orders outstanding and not presented for payment..\$ 43.27 | |
| Time orders not due | 840.00 |
| | <u>\$883.27</u> |

TEACHERS' FUND.

| | |
|---------------------------------------|--------------------------------|
| Feb. 18, 1895. On hand...\$ 49,358.75 | Orders drawn.....\$ 87,118.18 |
| Taxes | Balance on hand..... 71,099.54 |
| Semi-annual App. 15,660.40 | |
| <u>\$158,217.72</u> | <u>\$158,217.72</u> |

RECAPITULATION.

| | |
|---|-------------------------------------|
| Total cash on hand last | Total expenditures.....\$165,040.99 |
| report.....\$ 61,276.88 | Balance on hand..... 58,635.07 |
| Total receipts during year.. 162,399.18 | |
| <u>\$223,676.06</u> | <u>\$223,676.06</u> |

ITEMS OF EXPENDITURE.

| | |
|--|--------------|
| Teachers' salaries..... | \$ 87,118.14 |
| Bonds and interest..... | 15,796.72 |
| Redemption Hewin's note..... | 29,805.45 |
| Janitors..... | 10,506.00 |
| Fuel..... | 7,701.45 |
| Insurance..... | 604.83 |
| Books and stationery..... | 63.50 |
| Supplies..... | 4,043.67 |
| Salary of secretary and treasurer..... | 400.00 |
| Repairs..... | 5,296.83 |
| Special assessments..... | 46.65 |
| Rent..... | 611.00 |
| Printing and blanks..... | 242.90 |
| Transportation of scholars..... | 849.95 |
| Water rent..... | 153.59 |
| Miscellaneous..... | 1,800.31 |
| | <hr/> |
| | \$165,040.99 |

INSURANCE EXHIBIT.

| NAME OF SCHOOL | BUILDING
FIRE AND L. | FURNITURE
FIRE AND L. |
|------------------------|-------------------------|--------------------------|
| Armstrong..... | \$ 10,000 | \$ 1,000 |
| Bancroft..... | 10,000 | 1,000 |
| Bryant..... | 7,000 | 1,000 |
| Cooper..... | 10,000 | 500 |
| Dwight..... | 3,000 | 400 |
| Emerson Heights..... | 1,350 | 150 |
| Everett..... | 11,000 | 500 |
| Floyd Primary..... | 400 | 150 |
| Glen Hill..... | 500 | 100 |
| Franklin..... | 4,000 | 500 |
| Hawthorne..... | 10,000 | 1,000 |
| High School..... | 45,000 | 2,500 |
| High School Annex..... | 1,600 | 400 |
| Hopkins..... | 12,000 | 1,000 |
| Hunt..... | 1,400 | 100 |
| Irving..... | 8,000 | 1,000 |
| Longfellow..... | 12,000 | 1,000 |
| Riverside..... | 1,200 | 100 |
| Mann..... | 3,000 | 400 |
| Springdale..... | 1,000 | --- |
| Peabody..... | 2,750 | 250 |
| Spring Grove..... | 600 | 50 |
| Webster..... | 10,000 | 1,000 |
| Worcester..... | 12,000 | 1,000 |
| Lakeport..... | --- | --- |
| | <hr/> | <hr/> |
| | \$177,800 | \$15,100 |

Respectfully submitted,

R. M. DOTT, *Secretary.*

TREASURER'S REPORT.

To the Board of Education of the Independent District of Sioux City.

GENTLEMEN—I have the honor to submit my report as Treasurer of the Independent District of Sioux City, showing the lists of property, and bonded and other indebtedness of the District.

LIST OF PROPERTY OWNED BY THE INDEPENDENT DISTRICT OF SIOUX CITY.

| NAME OF BUILDING | MATERIAL | NO. OF ROOMS | LOCATION | NO. OF LOTS | VALUE |
|------------------|----------|--------------|---------------------------|-------------|-----------|
| High School | Stone | ----- | Twelfth and Jackson | 12 | \$250,000 |
| Armstrong | Brick | 9 | Eighth and Pierce | 3 | 50,000 |
| Bancroft | " | 11 | Eleventh and Pearl | 4 | 50,000 |
| Irving | " | 10 | Eleventh and Jennings | 3 | 30,000 |
| Hopkins | " | 12 | W. Eighth and Panoah | 3 | 50,000 |
| Everett | " | 10 | W. Third and George | 3 | 30,000 |
| Webster | " | 10 | W. Fifth and Market | 3 | 40,000 |
| Worcester | " | 10 | Wall and Dace | 3 | 35,000 |
| Hawthorne | " | 8 | Leeds | 3 | 22,000 |
| Cooper | " | 5 | Leech and Fairmont | 3 | 20,000 |
| Dwight | Frame | 6 | Seventh and Wall | 3 | 10,000 |
| Peabody | " | 6 | Third and Prospect | 3 | 10,000 |
| Mann | " | 4 | W. Third and Bluff | 3 | 10,000 |
| Longfellow | Brick | 8 | Garretson Avenue | 3 | 23,000 |
| Bryant | " | 4 | Thirtieth and Jennings | 3 | 15,000 |
| Franklin | " | 4 | Ninth and Plymouth | 3 | 12,000 |
| Floyd Primary | Frame | 1 | Eighth and Steuben | 1 | 1,000 |
| Hunt | " | 2 | Twentieth and Nebraska | 6 | 20,000 |
| Riverside | " | 2 | North Riverside | 3 | 4,000 |
| Springdale | " | 2 | Springdale | 1 | 1,500 |
| Morningside | " | 2 | Maud and Lakeport | 3 | 4,000 |
| Glen Hill | " | 1 | Glen Hill Addition | 3 | 2,000 |
| Lynn | " | 1 | Lynn | ----- | 300 |
| Spring Grove | " | 1 | Spring Grove Addition | 3 | 2,200 |
| Perry Valley | " | 1 | ----- | ----- | 500 |
| ----- | ----- | ----- | Corner Eighth and Cook | 3 | 4,500 |
| ----- | ----- | ----- | Schulein's Addition | 3 | 1,500 |
| Cheney's Add. | Frame | 2 | Cheney's Add. Morningside | 3 | 3,000 |
| Emerson H'ts | " | 3 | Highland Park | 3 | 2,500 |

Total \$704,000
 Value personal property 20,000

Total \$724,000

TREASURER'S REPORT.

STATEMENT OF BONDED AND OTHER INDEBTEDNESS OF THE INDEPENDENT DISTRICT OF SIOUX CITY.

| DATE | NO. | AMOUNT
DOLLARS | NEW OR
REFUNDED | BONDS DUE | BONDS PAYABLE | RATES
INT | WHEN PAYABLE | WHERE PAYABLE | REMARKS |
|---------------|------------|-------------------|--------------------|---------------|---------------|--------------|---|----------------------------------|---|
| July 1, 1889 | 1 to 85 | \$ 85,000 | Refunded | July 1, 1899 | After 5 years | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| July 1, 1889 | 86 to 120 | 35,000 | New | July 1, 1899 | At any time | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| Jan. 1, 1892 | 121 to 170 | 50,000 | New | Jan. 1, 1902 | At any time | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| Jan. 1, 1892 | 171 to 175 | 5,000 | Refunded | Jan. 1, 1902 | After 5 years | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | Debt of District
Twp. S. C.
assumed |
| July 1, 1892 | 176 to 225 | 50,000 | New | July 1, 1902 | At any time | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| July 1, 1892 | 226 to 232 | 7,000 | Refunded | July 1, 1902 | After 5 years | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| April 2, 1894 | 233 to 282 | 50,000 | New | April 2, 1904 | At any time | 4½ | Jan. and July 1st | 4th Nat'l Bank,
New York City | |
| Mortgage | | 60,000 | | Jan. 1, 1897 | | 5 | Given J. L. Follet on High
School Site | | |
| Total | | \$342,000 | | | | | | | |

Respectfully submitted,

H. S. HUBBARD, Treasurer.

X CITY.

REPORT.

District of S.
my report is
ing the list
ct.

IDENT DIST

NO. OF
LOTS

12

3

4

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1894, TO JULY 1, 1895.

| | High School | Armstrong | Bancroft | Bryant | Cooper | Dwight | Everett | Franklin | Hawthorne | Hopkins | Hunt | Irving | Longfellow | Mann | Peabody | Riverside | Smith's Villa | Webster | Worcester | Amount to be carried forward |
|--------------|-------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|----------|----------|------------|-----------|----------|-----------|---------------|----------|-----------|------------------------------|
| Books | | | | | | | | | \$ 8.30 | | | | | | | | | | | \$ 8.30 |
| Trayage | \$1544.05 | \$436.22 | \$528.01 | \$349.72 | \$231.18 | \$392.56 | \$471.04 | \$37.40 | 481.95 | \$520.15 | \$515.00 | \$330.45 | \$549.20 | \$82.48 | \$111.60 | \$7.13 | \$5.31 | \$503.60 | \$304.08 | 7100.00 |
| Furniture | 138.24 | | | | | | | | 1.93 | | | | | | | | | | | 138.24 |
| Is | 138.10 | 1.54 | | | | | | | | | | | 131.25 | | | | | | | 138.24 |
| Improvements | 1302.41 | | | | | 32.47 | | | 135.00 | 60.00 | | 50.66 | 15.40 | | | | | | | 1631.13 |
| Insurance | | 48.00 | 172.72 | | 159.37 | | 193.39 | | 15.40 | 50.63 | 35.20 | 50.66 | | | | | | 15.10 | 100.77 | 895.64 |
| Labor | 4.50 | | | | 1.50 | | | | | | | | | | | | | 3.00 | | 9.00 |
| Electric | | | | | | | | | | | | | | | | | | | | |
| Buildings | 100.00 | | | | | | | | | | | | | | | | 261.77 | | | 361.77 |
| Telephone | 40.00 | | | | | | | | | | | | | | | | | | | 40.00 |
| Water | 173.31 | 18.50 | 17.00 | 12.50 | | 11.50 | 16.25 | | | 29.50 | | 19.00 | | 10.00 | | | | 18.50 | 20.25 | 340.91 |
| Repairs | 2416.00 | 441.04 | 207.38 | 17.30 | 294.65 | 225.89 | 336.12 | 103.23 | 71.44 | 94.75 | 21.20 | 243.85 | 119.39 | 72.87 | 142.20 | 85 | 139.18 | 257.68 | 19.69 | 5294.27 |
| Supplies | 632.85 | 27.12 | 78.46 | 8.60 | 58.25 | 14.65 | 47.05 | 104.80 | 35.75 | 48.40 | 50 | 10.00 | 17.17 | 13.65 | 14.90 | 1.85 | 20.35 | 43.68 | 6.70 | 1107.71 |
| Typewriters | 218.00 | | | | | | | | | | | | | | | | | | | 218.00 |
| Printing | 14.50 | 3.35 | | | 3.00 | | | | | | | | | | | | | | | 20.85 |
| Total | \$6023.80 | \$975.77 | \$1003.57 | \$388.72 | \$747.99 | \$380.47 | \$1124.45 | \$250.43 | \$753.77 | \$803.43 | \$71.90 | \$553.96 | \$832.41 | \$5178.40 | \$268.79 | \$9.87 | \$452.50 | \$481.65 | \$451.05 | \$17302.14 |

EXPENDITURES BY BUILDINGS—CONCLUDED—FROM JUNE 30, 1894, TO JULY 1, 1895.

| | Amount
Carried
Forward | Emerson
Heights | Floyd | Glen Hill | Lakeport | Logan Park | Pixley Park | Springdale | Spring Grove | Thompson's
Grove | General | Total |
|--------------|------------------------------|--------------------|---------|-----------|----------|------------|-------------|------------|--------------|---------------------|-----------|------------|
| Books | \$ 8 30 | | | | | | | | | | \$ 96 00 | \$ 104 30 |
| Drayage | 1 93 | | | | | | | | | | 1 53 | 3 46 |
| Fuel | 7109 00 | \$ 8 00 | \$25 04 | \$13 12 | \$16 25 | \$11 75 | \$ 3 75 | \$33 00 | \$21 96 | \$45 00 | | 7286 87 |
| Furniture | 138 24 | | | | | | | | | | 143 35 | 281 59 |
| Gas | 119 64 | | | | | | | | | | | 119 64 |
| Improvements | 1661 13 | | | | | | | | | | | 1661 13 |
| Insurance | 865 64 | | | | | | | | | | | 865 64 |
| Labor | 9 00 | 28 90 | | | | | | | 13 60 | | 40 50 | 948 64 |
| Rent— | | | | | | | | | | | 50 | 9 50 |
| Buildings | 361 77 | | | | | | | | | | | 361 77 |
| Telephone | 40 60 | | | | | | | | | | 166 00 | 527 77 |
| Water | 346 91 | | | | | | | | | | | 40 60 |
| Repairs | 5294 27 | 21 36 | 15 42 | 58 79 | 63 78 | 4 85 | 2 90 | 2 30 | | 15 75 | 994 60 | 346 91 |
| Supplies | 1107 71 | 2 53 | 4 90 | 5 05 | 5 70 | 70 | 85 | 95 | 4 28 | 48 | 1952 57 | 6474 02 |
| Typewriters | 218 00 | | | | | | | | | | | 3085 72 |
| Printing | 20 85 | | | | | | | | | | 390 20 | 218 00 |
| Total | \$17302 99 | \$60 79 | \$45 36 | \$76 96 | \$85 73 | \$17 30 | \$ 7 50 | \$36 25 | \$39 84 | \$61 23 | \$3785 25 | \$21519 20 |

RECEIVED BY BUILDINGS—CONCLUDED—FROM JUNE 30, 1894, TO JULY 1, 1895.

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1894, TO JULY 1, 1895.

| | High School | Armstrong | Bancroft | Bryant | Cooper | Dwight | Everett | Franklin | Hawthorne | Hopkins | Hunt | Irving | Longfellow | Mann | Peabody | Riverside | Smith's Villa | Webster | Worcester | Amount to be carried forward |
|--------------|-------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|---------|----------|------------|----------|----------|-----------|---------------|----------|-----------|------------------------------|
| Books | | | | | | | | | \$ 8 30 | | | | | | | | | | | \$ 8 30 |
| Drayage | \$154 65 | \$436 22 | \$ 528 01 | \$349 72 | \$231 18 | \$ 32 56 | \$ 471 64 | \$ 37 40 | 1 98 | | | | | | | | | | | 1 98 |
| Fuel | 138 24 | | | | | | | | 481 95 | \$520 15 | \$15 00 | \$330 45 | \$549 20 | \$ 82 48 | \$111 69 | \$7 13 | \$ 31 20 | \$593 09 | \$694 08 | 7109 00 |
| Furniture | 118 10 | 1 54 | | | | | | | | | | | | | | | | | | 138 24 |
| Gas | 1302 41 | 48 00 | 172 72 | | 159 37 | 32 47 | 133 39 | | 135 00 | 60 00 | | | 131 25 | | | | | | | 119 64 |
| Improvements | | | | | | | | | 15 40 | 50 63 | 35 20 | 50 66 | 15 40 | | | | | | | 1681 13 |
| Insurance | | | | | | | | | | | | | | | | | | 15 10 | 109 77 | 865 64 |
| Labor | 4 50 | | | | 1 50 | | | | | | | | | | | | | 3 00 | | 9 00 |
| Rent— | | | | | | | | | | | | | | | | | | | | |
| Buildings | 100 00 | | | | | | | | | | | | | | | | 261 77 | | | 361 77 |
| Telephone | 40 60 | | | | | | | | | | | | | | | | | | | 40 60 |
| Water | 173 91 | 18 50 | 17 00 | 12 50 | | 11 50 | 16 25 | | | 29 50 | | 19 00 | | 10 00 | | | | 18 50 | 20 25 | 346 91 |
| Repairs | 2416 00 | 441 04 | 207 38 | 17 90 | 294 65 | 229 89 | 396 12 | 108 23 | 71 44 | 94 75 | 21 20 | 243 85 | 119 39 | 72 87 | 142 20 | 85 | 139 18 | 257 68 | 19 05 | 5294 27 |
| Supplies | 652 95 | 27 12 | 78 46 | 8 60 | 58 29 | 14 05 | 47 05 | 104 80 | 39 75 | 48 40 | 50 | 10 00 | 17 17 | 13 05 | 14 90 | 1 89 | 20 35 | 43 08 | 6 70 | 1107 71 |
| Typewriters | 218 00 | | | | | | | | | | | | | | | | | | | 218 00 |
| Printing | 14 50 | 3 35 | | | 3 00 | | | | | | | | | | | | | | | 20 85 |
| Total | \$8623 80 | \$275 77 | \$1003 57 | \$388 72 | \$747 99 | \$580 47 | \$1124 45 | \$250 43 | \$753 77 | \$803 47 | \$71 90 | \$653 96 | \$832 41 | \$178 40 | \$268 79 | \$9 87 | \$452 50 | \$331 05 | \$851 05 | \$17302 99 |

EXPENDITURES BY BUILDINGS—CONCLUDED—FROM JUNE 30, 1894, TO JULY 1, 1895.

| | Amount
Carried
Forward | Emerson
Heights | Floyd | Glen Hill | Lakeport | Logan Park | Pixley Park | Springdale | Spring Grove | Thompson's
Grove | General | Total |
|--------------|------------------------------|--------------------|---------|-----------|----------|------------|-------------|------------|--------------|---------------------|-----------|------------|
| Books | \$ 8 30 | | | | | | | | | | \$ 96 00 | \$ 104 30 |
| Drayage | 1 93 | | | | | | | | | | 1 53 | 3 46 |
| Fuel | 7109 00 | \$ 8 00 | \$25 04 | \$13 12 | \$16 25 | \$11 75 | \$ 3 75 | \$33 00 | \$21 96 | \$45 00 | | 7286 87 |
| Furniture | 138 24 | | | | | | | | | | 143 35 | 281 59 |
| Gas | 119 64 | | | | | | | | | | | 119 64 |
| Improvements | 1661 13 | | | | | | | | | | | 1661 13 |
| Insurance | 865 64 | 28 90 | | | | | | | 13 60 | | 40 50 | 948 64 |
| Labor | 9 00 | | | | | | | | | | 50 | 9 50 |
| Rent— | | | | | | | | | | | | |
| Buildings | 361 77 | | | | | | | | | | 166 00 | 527 77 |
| Telephone | 40 60 | | | | | | | | | | | 40 60 |
| Water | 346 91 | | | | | | | | | | | 346 91 |
| Repairs | 5294 27 | 21 36 | 15 42 | 58 79 | 63 78 | 4 85 | 2 90 | 2 30 | | 15 75 | 994 60 | 6474 02 |
| Supplies | 1107 71 | 2 53 | 4 90 | 5 05 | 5 70 | 70 | 85 | 95 | 4 28 | 48 | 1952 57 | 3085 72 |
| Typewriters | 218 00 | | | | | | | | | | | 218 00 |
| Printing | 20 85 | | | | | | | | | | 390 20 | 411 05 |
| Total | \$17302 99 | \$60 79 | \$45 36 | \$76 96 | \$85 73 | \$17 30 | \$ 7 50 | \$36 25 | \$39 84 | \$61 23 | \$3785 25 | \$21519 20 |

EXPENDITURES NOT INCLUDED UNDER BUILDINGS FROM JUNE 30,
1894, TO JULY 1, 1895.

| | |
|--------------------|--------------|
| Assessments | \$ 2465.89 |
| Board expenses | 396.65 |
| Building | 4575.00 |
| Commencement | 45.00 |
| Court costs | 1448.00 |
| Drawing exhibit | 3.60 |
| Interest | 15,917.13 |
| Janitor's pay roll | 10,622.17 |
| Kindergarten | 502.30 |
| Secretary's salary | 300.00 |
| Teachers' pay roll | 87,201.15 |
| Transportation | 70.75 |
| Selling bonds | 687.00 |
| Total | \$124,234.64 |
| By buildings | 21,519.20 |
| Total | \$145,753.84 |

EXPENDITURES BY BUILDINGS FROM JUNE 30, 1895, TO JULY 1, 1896.

| | High School | Armstrong | Bancroft | Bryant | Cooper | Dwight | Everett | Franklin | Hawthorne | Hopkins | Hunt | Irving | Longfellow | Mann | Peabody | Riverside | Smith's Villa | Webster | Worcester | Amount to be Carried Forward | |
|-------------------|-------------|-----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|------------|----------|----------|-----------|---------------|----------|-----------|------------------------------|-----------|
| Books..... | \$ 23 25 | | | | | | | | | | | | | | | | | | | \$ 23 25 | |
| Drayage & freight | 1353 37 | \$350 27 | \$284 98 | \$388 34 | \$207 00 | \$180 21 | \$345 50 | \$126 81 | \$ 400 75 | \$486 06 | \$131 65 | \$286 17 | \$ 75 | \$499 70 | \$143 85 | \$211 41 | \$ 81 73 | \$ 51 98 | \$419 78 | \$ 446 88 | \$6406 67 |
| Fuel..... | 142 08 | | | | | | | | | | | | | | | | | | 40 00 | 182 08 | |
| Furniture..... | 101 98 | 87 | | | | | | | | | | | | | | | | | | 102 98 | |
| Gas..... | 720 00 | 128 00 | | | | | | 148 35 | | | | 80 00 | | 70 65 | 60 00 | | | 135 17 | | 1342 17 | |
| Insurance..... | 1 50 | | | | | | | | | | | | | | | | | | | 1 50 | |
| Labor..... | 8 00 | | | | | | | | | | | | | | | | | | | 8 00 | |
| Printing..... | | | | | | | | | | | | | | | | | | | | | |
| Rent..... | | | | | | | | | | | | | | | | | | | | | |
| Buildings..... | | | | | | | | | | | | | | | | | 240 00 | | | 240 00 | |
| Telephone..... | | 1 65 | | | 4 00 | 1 60 | 3 50 | | 6 40 | 6 35 | | 4 00 | | 1 70 | 1 15 | | | 4 05 | 4 00 | 38 80 | |
| Towels..... | | | | | | | | | | | | | | | | | | | | | |
| Typewriters..... | 10 50 | | 9 50 | 5 00 | | 6 50 | 11 25 | | 17 50 | 17 50 | | 10 00 | | 5 00 | | | | 11 00 | 11 25 | 10 50 | |
| Water..... | 109 00 | 11 00 | 376 52 | 117 98 | 154 65 | 69 23 | 227 78 | 48 06 | 168 85 | 117 75 | 7 90 | 194 08 | 459 37 | 100 23 | 175 74 | 33 50 | | 325 53 | 445 78 | 207 09 | |
| Repairs..... | 215 28 | 418 18 | 24 75 | 7 64 | 13 68 | 6 12 | 19 11 | 18 38 | 21 23 | 18 15 | 7 40 | 11 70 | 72 39 | 55 00 | 6 82 | 28 08 | 88 | 33 46 | 122 69 | 3656 50 | |
| Supplies..... | 364 80 | 28 93 | 3 75 | | | 15 00 | 10 00 | 8 75 | 22 00 | | 1 25 | | 10 00 | | | | | | | 861 29 | |
| Trees..... | | | | | | | | | | | | | | | | | | | | 70 75 | |
| Total..... | \$2002 02 | \$388 40 | \$699 50 | \$518 96 | \$879 42 | \$278 66 | \$617 63 | \$350 34 | \$629 87 | \$645 81 | \$148 20 | \$365 96 | \$1042 21 | \$576 43 | \$455 12 | \$143 36 | \$252 86 | \$628 08 | \$1070 60 | \$13154 82 | |

EXPENDITURES BY MONTHS JANUARY 1935 TO JULY 1936

| | January | February | March | April | May | June | July | August | September | October | November | December | Total |
|-------------------|------------|----------|---------|---------|---------|----------|----------|----------|-----------|-----------|------------|----------|---------|
| Books | \$ 23 25 | | | | | | | | | | | | 40 00 |
| Drayage & freight | 4 20 | | | | | | | | | | | | 98 00 |
| Fuel | 640 61 | | | | | | | | | | | | 640 61 |
| Furniture | 125 00 | | | | | | | | | | | | 125 00 |
| Gas | 102 00 | | | | | | | | | | | | 102 00 |
| Insurance | 100 00 | | | | | | | | | | | | 100 00 |
| Labor | 100 00 | | | | | | | | | | | | 100 00 |
| Printing | 1 50 | | | | | | | | | | | | 1 50 |
| Rent | 8 00 | | | | | | | | | | | | 8 00 |
| Buildings | 240 00 | | | | | | | | | | | | 240 00 |
| Telephone | | | | | | | | | | | | | |
| Towels | 38 80 | | | | | | | | | | | | 38 80 |
| Typewriters | 10 50 | | | | | | | | | | | | 10 50 |
| Water | 207 09 | | | | | | | | | | | | 207 09 |
| Repairs | 3656 50 | \$1 00 | 10 17 | 18 21 | 8 87 | | | | | | | | 3675 65 |
| Supplies | 861 29 | | | 1 10 | | | | | | | | | 862 39 |
| Trees | 70 75 | | | | | | | | | | | | 70 75 |
| Total | \$13154 82 | \$1 00 | \$21 67 | \$84 87 | \$24 13 | \$184 17 | \$116 96 | \$400 00 | \$22 90 | \$1027 70 | \$10246 29 | | |

EXPENDITURES NOT INCLUDED UNDER BUILDINGS, FROM JUNE 30,
1895, TO JULY 1, 1896.

| | |
|--------------------------------|---------------------|
| Assessments | \$ 40.15 |
| Bonds and interest | 15,805.86 |
| Commencement | 39 00 |
| Exhibit | 6 00 |
| Janitor's pay roll | 10,570.00 |
| Miscellaneous | 289.79 |
| Redemption Hewins' notes | 29,805.45 |
| Secretary's salary | 300.00 |
| Teacher's pay roll | 85,716 03 |
| Transportation | 1,105.20 |
| Total | <u>\$143,677.48</u> |
| By buildings | 16,946.29 |
| Total | <u>\$160,623.77</u> |

SUPPLIES USED BY BUILDINGS, 1894-5.

| | Brooms | Brushes | Boxes of Crayon | Packages of Drawing Paper | Dozens of Drawing Pencils | Dusters | Dozens of Erasers | Gallons of Ink | Dozens of Lead Pencils | Reams of Legal Cap | Boxes of Pens | Dozens of Penholders | Pounds of Print Paper | Packages of Quinicy Paper | Sheets of Sand Paper | Boxes of Slate Pencils | Pointers | Thermometers |
|-------------------|--------|---------|-----------------|---------------------------|---------------------------|---------|-------------------|----------------|------------------------|--------------------|---------------|----------------------|-----------------------|---------------------------|----------------------|------------------------|----------|--------------|
| Armstrong | | 5 | 12 | 100 | 32 | 4 | 7 | 4 | 6 | 2 | 8 | 3 | 155 | 14 | 12 | 12 | 1 | 2 |
| Bancroft | | 3 | 18 | 90 | 28 | 6 | 2 | 3 | 40 | 1 | 11 | 4 | 108 | 3 | 12 | 18 | 1 | 3 |
| Bryan | 6 | 2 | 15 | 55 | 12 | 3 | 2 | 1 | 12 | 1-2 | 4 | 4 | 92 | 17 | | 15 | | |
| Cooper | 2 | 1 | 8 | 58 | 16 | 2 | 3 | 1 | 12 | 1 | 4 | 6 | 75 | 12 | | 16 | 3 | 2 |
| Dwight | | | | 10 | 12 | | 2 | | 12 | | 1 | 3 | | 8 | | | 1 | 2 |
| Everett | 2 | 3 | 36 | 80 | 24 | 4 | 2 | 5 | 42 | 1-2 | 11 | 13 | 409 | 13 | 12 | 46 | 3 | 6 |
| Franklin | 2 | 1 | 12 | 49 | 8 | 1 | 3 | 1 | 17 | 2 | 5 | 3 | 140 | 13 | 12 | 22 | | |
| Hawthorne | 3 | 1 | 24 | 32 | 18 | 3 | 4 | 1 | 8 | 2 | 5 | 12 | 36 | 5 | 12 | 18 | | 2 |
| Hopkins | 4 | 4 | 61 | 138 | 40 | 7 | 9 | 1 | 43 | 2 | 14 | 12 | 390 | 19 | 12 | 62 | | |
| Hunt | | | | 4 | 4 | | | | 4 | | | | | | | | | |
| Irving | 4 | 5 | 21 | 13 | 28 | 6 | 3 | 4 | 54 | 2 | 6 | 14 | 152 | 23 | 30 | 58 | | 2 |
| Longfellow | | 4 | 25 | 66 | 20 | 3 | 5 | 2 | 12 | 2 | 6 | 5 | 250 | 5 | 12 | 46 | 5 | 7 |
| Mann | | | | | 12 | | | | 6 | | 3 | 1 | | 1 | | | | |
| Peabody | 5 | 2 | 33 | 58 | 8 | 8 | 7 | 2 | 42 | 1-2 | 1 | 1 | 170 | 14 | 90 | 128 | 3 | 1 |
| Riverside | | 1 | 8 | 2 | | | 1 | | 42 | | | | | | | 13 | | |
| Smith's Villa | 1 | 1 | 3 | 5 | | 1 | 1 | 3-4 | 9 | | | | 20 | 4 | | 11 | | |
| Webster | 10 | 9 | 55 | 4 | 32 | 9 | 7 | 6 | 30 | | 8 | 12 | 237 | 12 | | 36 | 2 | 4 |
| Worcester | 6 | 8 | 35 | 100 | 28 | 5 | | 4 | 48 | 2 | 9 | 6 | 190 | 3 | 48 | 50 | 1 | |
| High School | 1 | 6 | 43 | 11 | 2 | 7 | 8 | 1 | 3 | 5 | 19 | 4 | 554 | | | | 3 | |
| Imerson's Heights | | | | | | | | 1-4 | 3 | | | | | 4 | | | 1 | |
| Floyd | | | | 1 | | | | | | | | | | | | | | |
| Genn Hill | 1 | | 6 | | | | | | 12 | 1-8 | 1 | | 35 | 3 | | 10 | 1 | |
| Lakeport | | | | 1 | | | 1-4 | | 9 | | | | | | | 3 | | |
| Logan Park | | | 5 | | | | 1 | 5-8 | 11 | 1-8 | 3 | 1 | 31 | 7 | | 4 | 1 | |
| Pixley Park | | | 5 | | | 1 | 1 | 1-8 | 8 | 1-8 | 1 | 1-2 | 16 | 3 | | 3 | 1 | |
| Springdale | 1 | 1 | 2 | | | 1 | | 1-4 | 2 | 1-8 | | | 7 | 1 | | 5 | | |
| Spring Grove | | | 1 | | | | 1-6 | | 3 | | | | 3 | | | 2 | | |
| Thompson's Grove | 5 | 1 | 3 | 2 | | 1 | 1-4 | 1-4 | 4 | | 1 | | 20 | 1 | | 7 | | |
| Total | 54 | 57 | 431 | 875 | 324 | 72 | 75 | 40 3-4 | 482 | 30 | 123 | 105 1-6 | 3165 | 191 | 240 | 585 | 26 | 31 |

SUPPLIES USED BY BUILDINGS, 1895-6.

| | Brooms | Brushes | Boxes of Crayon | Packages of Drawing Paper | Dozens of Drawing Pencils | Dusters | Dozens of Erasers | Gallons of Ink | Dozens of Lead Pencils | Reams of Legal Cap | Boxes of Pens | Dozens of Penholders | Pounds of Print Paper | Packages of Quinicy Paper | Sheets of Sand Paper | Boxes of Slate Pencils | Thermomet'rs |
|--------------------|--------|---------|-----------------|---------------------------|---------------------------|-----------|-------------------|----------------|------------------------|--------------------|---------------|----------------------|-----------------------|---------------------------|----------------------|------------------------|--------------|
| Armstrong | 12 | 4 | 19 | 100 | 4 1-2 | 4 4 | 3 2 | 12 23 | 5 1-2 | 28 13 | 18 8 1-2 | 250 320 | 22 12 14 | 14 12 36 | 60 36 1 | 4 4 4 | |
| Bancroft | 14 | 6 | 35 | 80 | 7 | 9 10 | 2 1-2 | 23 52 | 2 1-2 | 1 1-2 | 4 1 | 110 126 | 4 14 12 | 17 12 26 | 60 36 1 | 4 4 4 | |
| Bryant and Hunt | 4 | 2 | 24 | 84 | | 3 2 | 2 1-4 | 23 23 | 1 1-2 | 6 | 1 | 126 177 | 17 12 26 | 60 36 1 | 4 4 4 | 4 4 4 | |
| Cooper | 3 | 2 | 16 | 50 | | 4 9 | 4 2 | 54 48 | 1 3-4 | 3 3-4 | 3 3 | 188 188 | 18 54 71 | 10 10 1 | 2 2 2 | 2 2 2 | |
| Dwight and Peabody | 5 | 2 | 42 | 120 | 3 | 3 3-4 | 2 1-4 | 14 14 | 2 1-2 | 5 5 | 6 6 | 317 202 | 9 36 17 | 10 10 1 | 1 1 1 | 1 1 1 | |
| Everett | 2 | 1 | 24 | 75 | | 1 2 | 3 1-4 | 24 24 | 2 1-2 | 19 19 | 2 5-12 | 62 472 | 9 9 9 | 10 10 1 | 36 36 36 | 4 4 4 | |
| Franklin | 3 | 1 | 8 | 36 | 5 | 1 2 | 8 4 | 9 9 | 2 1-2 | 7 1-4 | 5 5 | 558 173 | 18 21 24 | 40 40 40 | 62 62 62 | 4 4 4 | |
| Hawthorne | 2 | 1 | 16 | 30 | 2 | 1 2 | 10 1-2 | 49 49 | 2 1-2 | 2 2 | 7 6 | 255 255 | 17 34 44 | 12 12 12 | 12 12 12 | 4 4 4 | |
| High School | 3 | 6 | 36 | 11 | 4 | 4 10 1-2 | 5 8 4 | 39 39 | 2 2 | 7 7 | 6 6 | 28 28 | 4 4 4 | 10 10 10 | 10 10 10 | 4 4 4 | |
| Hopkins | 3 | 3 | 14 | 89 | | 6 8 | 4 4 | 21 21 | 1 1-4 | 1 1 | 1 1 | 26 26 | 4 4 4 | 10 10 10 | 10 10 10 | 4 4 4 | |
| Irving | 4 | 5 | 24 | 95 | 4 1-2 | 3 2 | 2 2 | 27 27 | 3 1-2 | 15 15 | 12 12 | 411 411 | 13 13 24 | 54 54 2 | 4 4 4 | 4 4 4 | |
| Longfellow | 3 | 3 | 16 | 75 | | 6 2 | 4 4 | 39 39 | 2 2 | 7 7 | 6 6 | 255 255 | 17 34 44 | 12 12 12 | 12 12 12 | 4 4 4 | |
| Mann | 4 | 5 | 24 | 37 | 2 | 1 1 | 2 2 | 21 21 | 1 1-4 | 1 1 | 1 1 | 26 26 | 4 4 4 | 10 10 10 | 10 10 10 | 4 4 4 | |
| Riverside | 4 | 5 | 24 | 37 | 2 | 1 1 | 2 2 | 21 21 | 1 1-4 | 1 1 | 1 1 | 26 26 | 4 4 4 | 10 10 10 | 10 10 10 | 4 4 4 | |
| Smith's Villa | 4 | 5 | 24 | 37 | 2 | 1 1 | 2 2 | 21 21 | 1 1-4 | 1 1 | 1 1 | 26 26 | 4 4 4 | 10 10 10 | 10 10 10 | 4 4 4 | |
| Webster | 6 | 6 | 50 | 100 | 4 | 6 6 | 3 1-4 | 27 27 | 3 1-2 | 15 15 | 12 12 | 411 411 | 13 13 24 | 54 54 2 | 4 4 4 | 4 4 4 | |
| Worcester | 5 | 2 | 60 | 58 | | 6 8 | 3 1-4 | 72 72 | 9 9 | 1-4 | 2 2 | 324 324 | 13 13 24 | 54 54 2 | 4 4 4 | 4 4 4 | |
| Glen Hill | 1 | 1 | 5 | | | 1 1 | | 9 9 | | | | 31 31 | 6 12 6 | 6 6 6 | 1 1 1 | 1 1 1 | |
| Lakeport | 1 | 1 | 5 | | | 1 1 | | 9 9 | | | | 31 31 | 6 12 6 | 6 6 6 | 1 1 1 | 1 1 1 | |
| Pixley Park | 1 | 1 | 5 | | | 1 1-2 | | 9 9 | | | | 31 31 | 6 12 6 | 6 6 6 | 1 1 1 | 1 1 1 | |
| Springdale | 3 | 1 | 1 | | | 1 1-2 | 1-4 | 28 28 | 1 1-2 | 1 1-2 | 1 1 | 55 55 | 1 1 1 | 3 3 3 | 3 3 3 | 1 1 1 | |
| Spring Grove | 1 | 1 | 1 | | | 1-2 | 1-4 | 28 28 | 1 1-2 | 1 1-2 | 1 1 | 55 55 | 1 1 1 | 3 3 3 | 3 3 3 | 1 1 1 | |
| Total | 71 | 49 | 437 | 1064 | 36 | 62 73 3-4 | 45 3-4 | 601 | 40 | 159 | 92 5-12 | 3947 | 195 261 | 589 | 28 | 28 | |

SUPERINTENDENT'S REPORT.

REPORT OF THE SUPERINTENDENT OF THE DISTRICT OF COLUMBIA

1894

with the rules prescribing my duties.

and a consolidated report for the two

years.

REPORT OF THE SUPERINTENDENT OF THE DISTRICT OF COLUMBIA

for the year 1894.

1894

1894

REPORT OF THE SUPERINTENDENT OF THE DISTRICT OF COLUMBIA

1894

1894

REPORT OF THE SUPERINTENDENT OF THE DISTRICT OF COLUMBIA

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

1894

PUPILS.

| | 1895 | | | 1896 | | |
|---|------|-------|-------|------|-------|-------|
| | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL |
| Whole No. of pupils, including transfers..... | 3065 | 3258 | 6323 | 3403 | 3471 | 6874 |
| Average monthly enrollment..... | 2244 | 2432 | 4676 | 2444 | 2530 | 4974 |
| Average daily attendance..... | 2028 | 2216 | 4244 | 2205 | 2295 | 4500 |
| Per cent. of attendance..... | 95.9 | 95.9 | 95.9 | 96.3 | 96.2 | 96.3 |

COMPARATIVE STATISTICS.

| | 1885 | 1891 | 1892 | 1893 | 1894 | 1895 | 1896 |
|---------------------------------|------|------|------|------|------|------|------|
| No. of buildings in use..... | 10 | 25 | 31 | 32 | 31 | 27 | 24 |
| No. of school rooms in use..... | 32 | 97 | 130 | 142 | 144 | 150 | 150 |
| No. of teachers employed..... | 50 | 115 | 138 | 141 | 146 | 152 | 150 |
| No. of pupils enrolled..... | 2549 | 5246 | 5758 | 5823 | 5963 | 6323 | 6874 |
| Average monthly enrollment..... | 2039 | 4146 | 4235 | 4232 | 4377 | 4676 | 4974 |
| Average daily attendance..... | | 3484 | 3637 | 3626 | 3992 | 4244 | 4500 |
| Per cent. of attendance..... | 92 | 92 | 93.4 | 93.2 | 94.9 | 95.9 | 96.3 |

ATTENDANCE.

It is consoling, in these times of depression, to learn that that which represents the greatest wealth in our city, the number of our children, is steadily increasing. Last year we noted an increase in average daily attendance over the preceding year, of 252. This year we find that our average daily attendance is 256 greater than last year, and 508 greater than two years ago. The increase in average daily attendance for the past five years is 1016, or about 30 per cent. From the standpoint of the schools, this increasing regularity in attendance is highly gratifying, because it is a large factor in securing and maintaining efficiency in school work. From the standpoint of the city's growth, this steady increase in numbers is also encouraging.

CONSOLIDATION OF SCHOOLS.

The policy, inaugurated two years ago, of closing the smaller suburban schools and bringing in the pupils to the more central buildings, thus lessening expenses and giving better opportunities to pupils for more thorough work, has produced excellent results. With a school

district over forty miles square in extent, it can readily be seen that some school buildings must be somewhat isolated, and that in such buildings it is impossible so to group pupils that each teacher will have just the right number without destroying the necessary grading, or classification, and thus inevitably impairing the efficiency of the work. Because of these "magnificent distances," which, as a city, we have inherited, the number of teachers must be larger than in cities whose population is less widely scattered. This fact should not be lost sight of when making comparisons as to number of teachers in other cities of equal size. The consolidation policy has, therefore, much to commend it in every way, and should be continued wherever practicable.

CHANGES IN COURSE OF STUDY.

A course of study needs constant revision. While no marked changes have been made, yet some modifications have been carried out the past year. The introduction of a half year's preliminary work to the first year, has been attended with excellent results. The five year pupils, who were at such a disadvantage in taking up regular first year work because of the immaturity of their minds, are now able to carry the work, and but few need to be dropped.

The most important change was the introduction, two years ago, of the kindergarten work into the Bancroft and Everett buildings. It should be borne in mind that an important experiment was tried, which aimed at bringing into closer harmony the kindergarten and public school work. The transition from the spontaneity and freedom from restraint of the kindergarten to that of the closer discipline of the public school is difficult, so the plan was devised of placing the two lines of work alongside of each other; the forenoon was devoted to pure kindergarten work, the afternoon to the preliminary first grade work. Such has been the rapid progress of the pupils in these two schools, that while they only devoted half as much time to the public school work as the preliminary grade pupils, they have done as much in the public school work as those pupils who gave their entire time to it, and, besides, have received a thorough training in kindergarten work.

It was believed that the helpfulness of the kindergarten work in increasing the working capacity of the pupils would compensate for the half time which could only be spent on the public school work, and this view seems to be confirmed by the results.

At the beginning of this school year, another kindergarten was established in the Worcester building with the same encouraging results. It is hoped that the kindergarten will be gradually introduced until all the beginning pupils may have the advantages of such training.

UNIFORMITY AND INDIVIDUALISM.

It is evident to even a casual observer that, at present, the trend of educational thought is from the extreme of dead uniformity, on the one hand, to the other extreme of impractical individualism.

Only a few years ago, the autocrat of uniformity ruled us as with a rigid rod of iron, and we bowed in meek subjection to his tyrannous decrees. System was the touchstone by which school room work was tested. If it failed in this essential, it was like salt that had lost its savor, good for nothing but to be cast out and to be trodden under foot —of superintendents.

We rigidly classified the pupils according to some exact, but superficial, memory test. We conjured up a fictitious average pupil through whom, we fondly believed, the exact amount that a class should do could be accurately measured. We laid out an inflexible course of study, measured by the supposed capacity of that fictitious average pupil, and religiously tried to cram that course of study down the mental esophagus of each child, *volens volens*, without any special regard to his individual powers of assimilation.

Woe to the teacher who dared change or adapt, in the slightest degree, the course of study, or modify the prescribed methods of presenting each subject. We are led to exclaim, "O uniformity, what crimes have been committed against the children in thy name!"

We are in danger now of rushing into the other extreme of impractical individualism. Uniformity is apparently regarded by some as an evil *per se*, to be rooted out wherever found. This will certainly lead to disorganization and demoralization. A certain amount of system and order must characterize the work of our schools.

I am, however, heartily in accord with the efforts recently put forth to gain an insight into the chief characteristics of each individual pupil, so that instruction may be adapted, not to a fictitious average pupil, but, as far as possible, to the peculiar mental attitude and needs of each pupil.

I also believe heartily in the view that we need, more than ever before, to conserve the individuality of our pupils. The time has come in our complex and highly differentiated civilization, when we must more carefully study individual traits, more carefully seek out and nurture special ability, and adjust students to their life work—their special niche.

In order to secure these results, we hold that a course of study must be regarded as a mere outline, which the teacher is to adapt, as far as possible, to the individual requirements of each child. To give the teacher this freedom, is the logical deduction of our plea for the conservation of the individuality of the pupil, and, for the same reason, she must be given much latitude as to the methods she employs. We believe heartily in conserving the individuality of both teacher and pupil.

EVOLUTION OF THE TEACHER.

In the evolution of the efficient teacher, three stages can usually be traced, viz: First, the imitative stage, which is chiefly characterized by the careful imitation of the manners, methods, and devices of some former favorite teacher. But little thought characterizes this stage. Attractive methods are industriously sought out and eagerly swallowed, without any thought of analysis or assimilation. Some teachers never evolve out of this tyro stage, and may be termed cases of arrested development.

Second, what may be termed the irrational stage, in which there is much said about pedagogical principles and doctrines, and very little done along the line of their wise application. We hear about "from the concrete to the abstract," but see that order frequently reversed in the school room. We hear glib talk about apperception, interest, concentration, etc., but look in vain for their intelligent application in school room work. This may be characterized a hopeful, perhaps necessary, stage in their further evolution

Last comes the thoughtful stage, in which everything that enters into school work, whether it be principle, or material, or method, or device, is subjected first to most thoughtful scrutiny, to see whether it commends itself to their judgment, and then subjected to the still more critical test of results in the school room. This is the stage that is

characterized by enthusiasm, growth, progress, ever increasing efficiency and power. To increase the number in this thoughtful stage, has been our constant effort.

TEACHERS' MEETINGS.

It has been our aim to increase the efficiency of our teachers through three kinds of meetings. First, the general teachers' meetings, of which ten were held this year after the following plan: One-third of the time was devoted to announcements of plans of work, suggestions, cautions, and hints, etc., growing out of school room visitation; one-third to a brief lecture by the Superintendent on Child Study topics, and one-third to a general discussion, by the teachers, of assigned topics from Dr. Harris' Report on the Correlation of Studies. The chief purpose sought in this general teachers' meeting was to stimulate the teachers to more energetic, thoughtful, and intelligent work, through a better understanding of the child, and of the general principles which underlie successful teaching; to inspire them with greater enthusiasm and love for the work, and to foster a stronger *esprit de corps*.

Eleven principals' meetings were held, in which the Superintendent presented outlines of work, and made and received suggestions as to the best plans to be followed, treating his principals as his cabinet, or advisers, in shaping and carrying out the plans of work.

Grade meetings were also held in the different grades, the general purpose of which was to render instruction more effective, by pointing out the essentials to be taught, and how to present them clearly.

In the study of the best plan of teaching a subject, there are so many complex elements that enter into it, so many important results in the child's development that should come out of it, that the Superintendent ought not to trust himself to simple theory. He ought not to dogmatize where so much is at stake. When there comes a conflict between what judgment seems to indicate, and results attained in the school room, he should bow to the dictum of intelligent experience, rather than to that of cold, logical theory. Believing, therefore, that that kind of teaching which has been thoroughly tested in the school room and has produced the best results there, is the teaching which should be presented as an object lesson, I have frequently invited successful grade teachers to present their manner of teaching, in our grade meetings, and excellent results have thus been attained.

DECADENCE OF THE DIME NOVEL.

A recent article in the daily press, under the above caption, referred to the rapid disappearance of the dime novel, and raised the question as to the cause. We believe the chief influence at work in bringing about this commendable change, is the effort on the part of thoughtful teachers everywhere to foster a taste for good reading. It is recognized that children will read, and that their reading exerts a potent influence in shaping their lives for better or worse. Teachers know only too well how their efforts to build up strong, upright, manly character have been neutralized by the insidious poison of pernicious, vile literature, which sets forth, in seductive form, false standards of living.

There is an old saying, "Tell me what company you keep and I will tell you what you are." While this was originally uttered of human companions and was the expression of an important truth in that form, it is doubly true of those more intimate book companions with which every child should surround himself. Our teachers, for some time past, have been putting forth special efforts in investigating their pupils' reading, with the view of gaining that insight into their lives, that better understanding of their manner of thinking and acting, which is so essential to their best training, and also of fostering their taste for good literature.

The hearty cooperation of our teachers in this important line of educational work, is a matter for special commendation. The additional supplementary reading, which was, by the Board's wise action, furnished the past two years to all the grades, and the excellent Iowa Pupils' Reading Circle course, have afforded our teachers valuable means to increase the love for good literature. We are proud of the fact that over 3,000 of our pupils are members of the Iowa Pupils' Reading Circle. In the near future, we hope to adopt some plan by which the advantages of our excellent city library may be still more fully utilized by our schools. A closer union of these two great educational factors is greatly desired by the library and school management. With these two great educational factors, the school and the library, energetically at work, it does not require the prophetic vision to affirm confidently that the days of the dime novel are numbered.

RECORD OF PUPILS' CHARACTERISTICS.

As intimated in my report of two years ago, we began, shortly afterward, the experiment of recording the chief characteristics of each pupil, and noting, at bi-monthly intervals, any changes which were observed. After two years' use of the blanks, I wish to point out a few advantages derived from such study.

First, and of foremost importance, there has been such an interest roused up among the teachers in the study of pupils' chief characteristics as never before was manifest. Teachers say that their pupils are in their thoughts as never before, individual peculiarities are better understood, a deeper insight gained into child nature, etc.

Second, there is a more intelligent appreciation on part of teachers, of the real needs and defects of their pupils, and a greater definiteness of aim in their work.

Third, there have been found a few children who were regarded as hopelessly dull, to be simply dull in hearing, and some who were hindered by defective eyesight.

Fourth, teachers have been able to seat pupils with reference to their ability to see and hear.

Fifth, the teachers, with the records of their pupils' defects before them, worked more effectively for the best development of their pupils.

Sixth, the teachers were brought into closer and better relations to their pupils in general, and developed greater intelligence and sympathy in dealing with the bad boys and girls.

Seventh, the records disclosed to the Superintendent how carefully his teachers studied their pupils, the measurements they applied, what motives they appealed to, what feelings they sought to arouse. In short, the inner school life of each teacher was thus revealed. I am convinced that in this child study, we are on the right road to still more effective work.

CHILD STUDY

For more than two years past, we have taken up various phases of modern Child Study in our schools, and have reached some settled convictions as to what it is, and also what it is not. It is not a fashionable, fleeting fad, which will next season parade itself in garments of a radically different cut or pattern, and be useful only to indicate the shallow

minded educational fops. It is not a general panacea for all the ills of the school room. It does not at once reveal the royal road to teaching.

But Child Study does furnish helpful clues to the right treatment of many school room ills. It does furnish a keener insight into, and deeper, more sympathetic appreciation of, child nature, and thus lightens the heavy burdens of discipline. It does furnish a vantage ground of knowledge, sympathy, and affection, from which the average teacher can "more intelligently direct the course of the mysterious potencies committed to her charge." It does give a clearer understanding of the child's limitations, the difficulties with which he must grapple, and thus affords at least, glimpses of the royal road to teaching.

We insist that the architect must carefully study building material before he is fitted to plan and direct the construction of a building. Much more, then, should we insist that the teacher must carefully study child nature before she is fitted to build character.

PUPILS' SIGHT AND HEARING.

Since the child's psychical development depends almost entirely upon the normal activity of his senses, it is evident that, should this activity of his senses fall below the normal, his psychical development must be restricted to a lower plane than the normal. The child, handicapped by defective senses, is doomed to live in a contracted sense and thought world, unless his disabilities be early removed. Teachers should be quick to discover these unfortunates, and guard against any conditions which may impair the senses.

Because pupils generally feel a delicacy about admitting defects in any of their senses, and unwisely try to conceal them, teachers need to give careful attention to this matter. Careful tests are needed in the sense of vision, not to determine the exact disease, but whether defects exist. Such tests are easily made by use of oculists' cards, devised for that purpose.

The following are the results of the investigations made in our schools in 1894 and also 1895:

| Grades, | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| No. tested, 1894. | 1053 | 911 | 843 | 654 | 391 | 301 | 229 | 169 | 4551 |
| No. tested, 1895. | 1097 | 820 | 693 | 575 | 405 | 349 | 242 | 167 | 4348 |
| Defective sight, '94. | 6 % | 11.6 % | 12.2 % | 13.9 % | 13.8 % | 13.3 % | 16.2 % | 16.6 % | 11.5 % |
| " " '95. | 10.8 " | 12.9 " | 20.6 " | 19.5 " | 20 " | 21.8 " | 15.7 " | 12.6 " | 16 " |
| " hearing, '94. | 4.3 " | 7.1 " | 7.6 " | 8.7 " | 11.3 " | 10.6 " | 6.7 " | 4.1 " | 7.2 " |
| " " '95. | 6.8 " | 10.7 " | 13.4 " | 21.6 " | 14.8 " | 14.3 " | 14.1 " | 12 " | 12.5 " |

Total number tested in 1894, 4551. Defective sight, 6 per cent. in first grade, and gradually increasing to 16.6 per cent. in eighth grade, with an average of 11.5 per cent. in the entire membership. In other words, there were 523 pupils whose sight was below normal, and this, too, when our school rooms are exceptionally well lighted.

In 1895, a year later, 4,348 pupils were tested, and in a more careful manner, with the following result: Defective sight, 10.8 per cent. in first grade, maximum in sixth grade, 21.8 per cent., and an average of 16 per cent. throughout the schools, or a total of 689 pupils with eyesight below normal.

A study of statistics in other cities where such investigations have been made, discloses the alarming fact that even higher per cents, of defects are found elsewhere. Is there not need here of careful study of conditions, and wise remedies?

As to immediate results with us, quite a number of our pupils have secured relief by use of spectacles, and their school work has greatly improved.

More care has been exercised to regulate the light coming into the school rooms, by properly adjusting the window shades, etc. Pupils are seated better with reference to light, and the near sighted ones in front.

There are two reasons why partial deafness in pupils is not always discovered; one, pupils, from a false sense of delicacy, try to conceal it; the other, they are often unconscious of their defect. Many persons have impaired hearing in one ear and are not aware of it.

A simple mode of testing hearing is by means of a watch. A normal ear hears the ticking of an average watch about two feet from ear.

It is a matter of great surprise that so many persons have slightly impaired hearing and are so generally unconscious of it. Our investigations demonstrate that about one pupil out of every ten has hearing more or less impaired. What a loss in teaching this is, no one can accurately measure. What a bar to rapid progress, no one can fully realize. What a handicap to the defective in life's race. Not having heard the teacher's explanations, and not wishing to betray his deafness, he is passed upon as dull and stupid, and, after a hopeless struggle, actually lapses into that condition of stupidity to which he had been unjustly assigned at first.

Teachers are under strong obligations to acquaint themselves with the causes of such defects, and their remedies, especially when, as in the case of defective hearing, the remedy is often quite simple.

Impairment of hearing begins frequently from secretions retained about the mouth of the eustachian tube. This condition is usually evidenced by obstructed breathing, or mouth breathing, and may be caused by enlarged turbinated bones in the nose, adenoid vegetations, or growths in the vaults of the naso-pharynx, or enlarged tonsils. A simple surgical operation will readily afford relief.

Pupils thus afflicted can usually be recognized by their open mouths, obstructed breathing, thick nasal voice, elongated face, and dullness of expression, as well as dullness in general.

We have had quite a number of pupils who were supposed to be hopelessly dull, but who, on close investigation, were found to be simply dull in hearing. When the disability was removed by a simple operation, they manifested at once an increasing intellectual vigor.

STUDY OF PUPILS' PREFERENCES.

Near the close of this year, the following questions were handed to our teachers, with the request that they should place them on their black-boards, as a language exercise for their pupils:

1. What school study do you like best? Why?
2. What school study do you like least? Why?
3. What school study did you formerly like best?
4. What is your most pleasant work out of school? Why?
5. What is your most unpleasant work out of school? Why?

The purposes for which the above exercise was given, were:

1. To give teachers an insight into their pupils' preferences in regard to school and other work.
2. To raise the enquiry whether teachers' preferences for certain studies do not largely shape their pupils' preferences.
3. To disclose to teachers, through their pupils' lack of interest, in what subjects their teaching is, possibly, the poorest.

The teachers were requested to study the answers, and then return them to the Superintendent's office for summarizing. The office has only had time to summarize, thus far, the answers of the fourth grade pupils, a few results of which are here presented.



ASSEMBLY ROOM OF HIGH SCHOOL—Seating capacity, 500

Number of pupils in fourth grade whose papers were canvassed, boys, 263; girls, 293; total, 556. Average age about ten. Every teacher who has studied boys' preferences, can easily guess that the boys preferred arithmetic; 36 per cent. of them voted for arithmetic. But what was surprising, was that the girls also preferred that study; 29 per cent. expressed their choice in its favor. It may be that this surprising result was due to the fact that 34 per cent. of the teachers also favored that study.

The subject next highest in favor was geography, the boys leading with 32 per cent., and the girls following with 24 per cent. Here, again, the preferences of the pupils coincided with that of the teachers, as 23 per cent. of the latter inclined to the same study. Beyond these, the per cents of preference were low, both on the part of teachers and pupils, and in the following order for the pupils: Spelling, girls 13 per cent., boys 11 per cent.; reading, boys 11 per cent., girls 10 per cent.; music, girls 8 per cent., boys 3 per cent.; language, girls 6 per cent., boys 2 per cent.; general lessons, girls 4 per cent., boys 3 per cent.; drawing, girls 4 per cent., boys 1 per cent.; writing, girls 2 per cent., boys 1 per cent. For the teachers, language and general lessons, each 8 per cent., and reading 4 per cent. Here the teachers' preferences did not closely correspond with the preferences of the pupils.

As to the dislikes of pupils, that which was liked the most was also disliked the most. Arithmetic was most disliked by 27 per cent. of the girls and 17 per cent. of the boys. Arithmetic has, evidently, some strong characteristics, which, as in the case of strong human characters, excite strong likes and dislikes. Only 4 per cent. of the teachers disliked arithmetic.

Language came next, with 17 per cent. boys and 19 per cent. girls disliking it. Next came spelling, with an average of 14 per cent. for pupils, and 23 per cent. for the teachers. Beyond that, the order of dislike ran, geography, music, drawing, reading, general lessons, and writing. Dislikes of pupils did not closely follow the dislikes of teachers.

The reasons assigned for liking a subject were quite varied. There were many, both girls and boys, who preferred certain studies because they were easy. Some assigned as reasons for their pref-

erences, that certain studies did them more good than others, were more practical, etc.

Several stated that they disliked spelling because it made their heads ache. Another said he didn't like language because he couldn't see what good it does.

In regard to work liked out of school, the boys generally mentioned reading, gardening, fishing, feeding chickens, *going down town*, etc. One boy said he liked herding, for there is money in it.

The girls spoke of tending flowers, baking, tending baby, crocheting, helping mamma, etc.

The boys disliked choring, taking care of baby, carrying wood and coal, running errands, and the thousand other things for which they are supposed to be specially adapted. One objected to washing dishes, because it was girl's work.

The girls disliked practicing on piano, making beds, sweeping, dusting. Washing dishes was detested by a large majority. One said making beds is so unpleasant, because it is so tiresome to spread out the wrinkles in the sheets. But there was a severe and wholesale condemnation of washing dishes. All manner of reasons were assigned. Here are a few of them: "Washing dishes makes me tired," "Makes my head ache," "back ache," "fingers ache" (I was surprised not to find some claimed it made their toes ache), "Hurts my sore fingers," "Makes my hands feel so queer," "Don't like to have my hands in the greasy dish water." This is a dreary outlook for the future of house-keeping. Evidently some inventive genius must come to the rescue and invent a practical dish washer for the average home, or we shall be forced to still plainer living and higher thinking. A little ray of hope, however, comes from the answer of a little girl philosopher, which, if accepted and followed out, may help solve the difficulty. "Nothing is unpleasant to me, because there is something easy in everything, when we know we have to do it."

EMPHASIZING ESSENTIALS.

While we have given some attention to Child Study and Nature Study, yet this has not been done at the expense of any of the essentials of the course of study. Recognizing that efficiency in arithmetical calculations can only be attained through a complete mastery of the funda-

mental operations, we have, the past two years, drilled as never before, to secure accuracy and quickness in addition, subtraction, multiplication, and division. Failure in these fundamentals was held inexcusable. Arithmetical work that contained such mistakes was to be condemned *in toto*. By such heroic treatment, our arithmetical work has steadily improved, so that now we can take some pride in it. I wish to warmly commend Southworth's Essentials of Arithmetic, the introduction of which, at the beginning of this year, gave us such excellent facilities for carrying out our plans of work.

In penmanship, there has also been gratifying improvement. Noticing that pupils usually made rapid progress in writing in the lowest grades, but failed to make the same progress along in the fourth and fifth grades, an investigation was set on foot to discover the cause. The conclusion was reached that pupils spoiled their handwriting by carelessness, in part and also, possibly, by being required to write too rapidly in dictation exercises, spelling and other written work. It was concluded that pupils, in general, would not exercise greater pains to render their writing neat and legible than was required of them. In other words, scribbling would be perpetrated as long as it would be accepted by the teacher. Therefore, the request went forth that teachers should require all written work, whether in arithmetic, language, spelling, or penmanship, to be up to the level of the pupil's best effort. Improvement in writing has been marked, and just in proportion to the strictness with which the above requirement has been observed.

EYE-MINDEDNESS AND CORRECT SPELLING.

We have also investigated the causes of poor spelling, and how to remedy this defect. As spelling exercises are usually conducted, they appeal to three kinds of memory: Memory of form, through the eye; memory of sound, through the ear, and memory of muscular resistance, through muscular effort in writing.

My investigations and information lead me to conclude that poor spelling is largely due to inability to picture the word correctly and promptly in the "mind's eye," and that this inability is largely due to careless or weak observation. It may also be due to defective vision. Because a pupil does not possess normal eyesight, he sees imperfectly, inaccurately; the letters in the word, and their right order, are not taken

in, so when he attempts to recall the word, by flashing it before his "mind's eye," the picture is incomplete, and he becomes confused as to the letters in the word, and their order.

An investigation of the difficulties in teaching the blind and deaf to spell made by Superintendent Parkinson, of Amherst, Massachusetts, seems to harmonize with the above conclusion. He heard from only a limited number of institutions but they were almost unanimous in stating that there is serious difficulty in teaching the blind to spell, and but little, if any, difficulty in teaching the deaf to spell.

Believing, as I do, in the development of eye-mindedness and accurate observation, I catch a glimmer of hope from Nature Study. It is not too much to expect that the child taught to observe and describe accurately the objects of nature, will also be able to observe and describe more accurately than now (i. e., spell) the letters in a word and thus become a better reader and speller.

If the orthography of our language were purely phonic, then the appeal should be made chiefly to the ear, and oral spelling would be the most helpful exercise, but with our orthography so erratically constituted, we must appeal chiefly to the eye, and through it to the picturing power, and plan to develop the power of accurate word picturing. We have been able to make some progress toward better spelling, and shall continue our efforts in this direction.

HIGH SCHOOL.

Mr. W. H. Turnbull entered upon his duties as Principal of our High School a year ago and deserves hearty commendation for the successful manner in which he has carried forward the work. Our graduates can enter without examination any of the western universities and many of the eastern ones. It is gratifying to note the increasing efficiency of the High School work, and also the evidences of increasing appreciation on the part of patrons.

The excellent report of the Principal is herewith submitted.

REPORT OF THE HIGH SCHOOL PRINCIPAL.

Superintendent H. E. Kratz,

DEAR SIR—I herewith submit my report as Principal of the Sioux City High School for the school year ending June 5, 1896.

It affords me great pleasure to be able to state that in so far as mere numbers are concerned, the increase in the attendance at the High School has fully kept

pace with that of the schools in general. During the past year, the total enrollment has been 466. That for 1894-95 was 396, an increase for this year of 70. The number of instructors employed is fourteen, two of whom have charge of the Commercial department. This number is the same as last year, notwithstanding the increased attendance. Very little crowding has been necessary thus far, however, in any of the classes. It is regarded as essential for the attainments of the best results to limit the sections to twenty-five pupils. This has been possible in the majority of cases, and many sections have enrolled a less number. Several of the classes in algebra have been somewhat congested, and if the school continues to grow, some relief for these will be necessary.

As to the character and quality of the work done, a more detailed statement should be made. The policy of admitting classes to the school in the mid-winter, as well as in September, was entered upon over a year ago, and two classes have been received under this arrangement. The advantages of the plan are obvious, the main one being, of course, the shorter interval between classes, which permits those who, on account of poor health or other reason, cannot keep up with their grade, to fall back without losing a full year's work. In so far as this school is concerned, the system is still in the experimental stage, and it remains to be seen whether it will work out successfully or not. It is to be foreseen that when the January classes reach their third and fourth years, there may result a multiplying of small sections, which will render necessary extra teaching force. Even should this prove true, however, the benefits to be derived from the system would show it to be economical in the end.

In the work of general organization done during the past year, the most important has been the revision of the course of study. This was rendered imperative on account of the fact that, while new classes were entering twice a year, the work under the old course was arranged in three terms, and would not fit it under the semester plan. It had been recognized by the instructors of the school for some time, that the course was defective in the amount of time devoted to some subjects. The English course, as it existed for several years, has proved unsuccessful. The branches included under it made necessary the formation of several classes which were poorly patronized. A very small percentage selected this course, and of these nearly one-half were in the class which has just been graduated. It was, therefore, deemed best to discontinue it. In its place, the English-German course was adopted. In this, three years of German are included, and no pupil electing it need feel that he is choosing an inferior course.

The course of study differs largely from the one adopted by the State Association, and while it is fully realized that it is open to criticism in several points, at the same time it is felt that, under the conditions existing in this particular school, it is the best that can be arranged for the present, at least. The science work of the school is carried on under approved modern methods. The chemical laboratory is one of the finest high school laboratories in the country. With this fact in mind, and recognizing the excellent work done in this branch, the committee on revision of the course of study determined to extend the time for chemistry to

a full year. The work in physics is also thorough. Here the laboratory work is entirely on the individual plan, and class recitation is made secondary to the practical experiment. The laboratory is well equipped, but it should be recognized that apparatus wears out and that its accuracy becomes impaired with use. The only new apparatus added during the past year has been made by pupils and instructor. It is felt that if first class work is to be done, and especially in electricity, several new pieces should be secured in the near future.

An earnest effort on the part of the teachers in English has been making for some time to raise the standard in this all important branch, and to meet demands made so frequently of late for better instruction in the English language. A full outline is given in another place. The aim of the teachers is to create a taste for good literature, and, through the examples found there, to secure proficiency in the use of language. The class work in rhetoric and composition is supplemented to a certain extent by the use of texts. Every pupil is required to do this work, and, to as large an extent as possible, the work of the special teachers is aided by the teachers of other branches.

Among other changes made, was an addition of one semester work in history, and the dropping of trigonometry altogether, as it was felt that the small amount of time that could be devoted to the subject did not justify its continuance. The language work is entirely up to the standard of high schools. This is shown by the work of graduates now attending college. The first aim of the secondary school is not to prepare for college, but as long as the studies required for college entrance are, in many cases, the same as those which are valuable in training for active life, it is an important consideration. Graduates will experience little difficulty in securing admittance to leading colleges.

In general, the course requires fifteen periods of recitations per week during the first year, and eighteen in the other years. It is imperative that in the upper classes some work shall be done outside of school hours. A beginning should be made in the formation of regular habits of home study during the first year. No pupil will ever find himself overburdened with work who pursues a rational and systematic plan of study. Parents should assist and encourage their children in this matter. The time necessary will not be long if it is adhered to rigidly and if it is well spent every day. Complaints of over pressure usually come from those who, on account of sickness, have fallen behind in their work and are endeavoring by unaccustomed effort to remedy the deficiency.

In every case when pupils have shown a falling off, there has been an immediate inquiry as to the reason and advice has been given with a view toward improvement. Whenever it has been deemed necessary, reports of failure have been sent home in addition to the regular monthly card.

The revision of the course has been followed by the overhauling of the records. At a considerable expenditure of time, a card system was introduced which, it is thought, will prove more convenient than the ledger system formerly used. By it the work done by any pupil during his attendance at school may be seen at a glance.

In addition to the regular class work, the pupils of the first and second years receive two lessons per week in music. Owing to the untiring effort of the supervisor, this work is upon an unusually high plane. Nothing would go to prove this sooner than the large attendance upon the volunteer choruses which meet out of school hours.

Rhetorical work is required in the third and fourth years. It should be understood that under the existing circumstances specializing in this line is impossible, as the training must be done by teachers whose specialties may lie in other directions. Their efforts are ably seconded however, by the pupils themselves, and especially by the members of the literary clubs. These societies have recently completed the furnishing of their handsome club rooms and form an invaluable auxiliary to the school. Their work is systematic and thorough. Those now enjoying the privileges of the building realize that they are a part of the school and that the higher the standard of scholarship attained in school, the greater the success of the club. For this reason much care is exercised in the choice of members.

The wisdom of the board in making the commercial school a department of the High School has been shown by the outcome. It is entirely separate in so far as the course of study, the instructors and the graduating class are concerned, but the opportunity of taking extra studies in the commercial branches has been taken advantage of by many. A class of seventeen was graduated Thursday, June 4.

The school library is something that demands immediate attention. There is a nucleus of a good library, but constant reference to it shows it to be deficient in many lines. Class work is frequently hampered by a lack of suitable reference material and only too frequently this can not be found, even in the City Library, when most wanted. Some one is needed also who shall act as librarian during at least a part of every day. Until this need is supplied, books will continue to be misused and lost and pupils cannot be given free access to the room.

Among other things that might be mentioned is the school paper, the Record, which has just completed its fourth year. It is well managed, takes high rank among similar publications and exerts a distinct educational influence.

The graduating exercises were held on the evening of Friday, June 5, and the following persons were granted diplomas:

CLASSICAL AND LATIN COURSE.

Bessie Katherine Beach.

LATIN COURSE WITH GERMAN.

Helen Francis Ingersoll.

Isabelle Packard Sloan.

LATIN COURSE.

Helen Ethel Adair.

George Lytton Hunt.

Harry Holbrook Adair.

Frank Austin Meredith.

Ethel Chesterman.

Edith Blanche Milligan.

Elizabeth Thurber Clapp.
 Marie Louise Crady.
 Alice Edna Fitts.
 Mildred May Hood.
 John Rutherford Hughes.

Sara Elizabeth Murphy.
 Everista Bernadina O'Brien.
 Robert Everett Smith.
 Nellie Theresa Swartz.
 Rose Parks White.

GERMAN COURSE.

William Edmund Beck.
 Charles Arthur Green.

Constant Roberts Marks, Jr.
 Calla May Richardson.

ENGLISH COURSE,

Clarence Brown.
 Charles Henry Coleman.
 William Hartwell Eveleth.
 George Myrick Eveleth.

Minnie Blanche Johnson.
 Burton Kellogg Lewis.
 Margaret Esther O'Connell.
 George Wallace Wilkins.

In concluding, permit me to thank you and the members of the Board of Education for your hearty support and encouragement. It is fitting here, also, to express gratitude to the teachers connected with the school, each one of whom has worked with the best interests of the institution in view, and, lastly, to the pupils themselves. The spirit of work and helpfulness on the part of the mass of the school, has been excellent.

Very respectfully,

W. H. TURNBULL.

NORMAL TRAINING SCHOOL.

It is with much pleasure that I note the constantly increasing efficiency of our Training School. There have been some fears expressed in the past, by those who were not thoroughly acquainted with the manner in which the practice work was carried on, that the children in the practice rooms might suffer, but a careful investigation has demonstrated in every case to the one interested, that there was no ground for such apprehension.

It is evident to every one familiar with the facts, that our Training School, because it provides for the thorough training of that home talent which would otherwise press its way into our schools untrained, is an important factor in keeping up the strength and general efficiency of our corps of teachers.

REPORT OF NORMAL SCHOOL PRINCIPAL.

DEAR SIR:

I have the honor and pleasure of submitting the following report of the work done in the Normal Training School for the year ending June 5, 1896.

The change made in the time required for doing the work of the course, does

not seem to have injured the results in any way. All members of the school during the last two years have been graduates of a high school, and this last year there were so many applicants that a competitive examination was given, thus making the class more evenly graded. The work of the first semester was more satisfactory than when the standings vary more.

During the first semester, the time was put on Psychology, History of Education, School Management, and methods of teaching the common branches.

In the study of Psychology, we used Baldwin's "Psychology Applied to the Art of Teaching" as a text book. Supplementing that, we used Davis, Dewey, Ladd, and others. In connection with this, we did some work in Child Study. At home, or on the street, children were watched when they were entirely unconscious of it, and their mental acts, as illustrated by word and action, were noted. These were reported in class and discussed. It was a great pleasure to see the interest in Psychology grow.

History of Education and School Management were both carefully studied and discussed.

During the second semester, the practice teaching was the leading feature of the work. Each member of the class taught one half session for three periods of four weeks each. Before each period of work, one week was given to visiting the class assigned her, as it worked with the teacher of that grade. Before each day's work, she made out a written "plan of work," and submitted it for corrections and suggestions.

The practice teachers were held responsible for the work of the room while she had charge. The regular teacher of the room watched the work of the room, and the principal had an oversight over all.

The general plan of work has not changed, but the work continually changes. The subjects taught by the practice teachers are reading, Language, Geography, Arithmetic, and General Lessons. The work begins with junior first grade and extends to and including junior fifth.

Under General Lessons, we have the study of plants, insects, birds, inventions, and biography, or history. These topics were taken as subjects for the reading and language work. The teacher often prepared her own reading lesson, and had the class read it from the board, or from copies she had made on the mimeograph. The results in language work have been very satisfactory. While doing this work, the pupil is influenced by a strong, but natural, incentive, and growth of mental powers follows.

In Arithmetic, in addition to the text book work, much attention has been given to estimating quantities. The teacher gave problems in all measurements where the numbers were not beyond the comprehension of the child. The child sees the foot, inch, yard, square foot, square inch, square yard, cubic foot, cubic inch, pint, quart, gallon, gill, peck, and bushel. In estimating lengths, areas, etc., his judgment is trained.

The geography work was made more profitable by using books of travel and pictures, to help the child get a clearer concept of the country studied.

In addition to the practice work, some of the late educators were studied, and much time was given to the study of nature. The class had to learn to use their eyes before they could teach their pupils to observe, so we made a study of plants and many animals, such as tadpoles, turtles, and birds.

During the whole year, the Supervisor of Music gave the class two lessons a week.

The critic teachers have been very faithful in their work, and the class has received great inspiration from them.

We are very thankful to the critic teachers, to the Supervisor of Music, and to yourself, for the sympathy and aid given the work.

Very respectfully submitted,

MARA L. FERGUSON.

Superintendent H. E. Kratz, June 5, 1896.

MUSIC.

It is seldom the good fortune of a superintendent to find a department in his schools so admirably managed, year after year, that he can find only words of warmest commendation for every feature of the work done. Such, however, is my good fortune with reference to the Department of Music. You have had frequent opportunity to learn of the proficiency of this department, and have been charmed on so many occasions by the delightful music that our pupils have so skillfully and artistically rendered, that these warm words of commendation and appreciation of mine are unnecessary.

REPORT OF THE SUPERVISOR OF MUSIC.

Mr. H. E. Kratz, Superintendent City Schools:

DEAR SIR—I have the pleasure of handing you a report of the Department of Music of the Sioux City schools, for the year ending June 5, 1896.

The year just completed closes the seventh of music instruction throughout all the grades of our schools. Each year has, thanks to our painstaking teachers, shown greater ability on the part of the pupils to read and to appreciate the beautiful in music. As a nobly planned building grows in beauty with each added detail, until its completion shows the conception of the architect to have been ideal, so may our musical structure grow in strength and beauty, until a mighty temple arises here, founded on true educational principles, and finished with an appreciation of all that is most beautiful and inspiring in this noblest of arts.

Owing to the mid-year promotion, it is difficult to state specifically the work of each grade, as in cases where the seniors have changed rooms, the grade

remaining has been obliged to repeat during the second semester, the work done in the first. In all such cases, however, the work has been done much more quickly the second time, and advance work taken.

The work in each grade is as follows:

Preliminary, interval work as given in the Normal Music Course; Junior 1st, review of interval work and exercises in C and G on the First Normal Chart with time lessons in 2- and 3-part measures; Senior 1st, interval work and 163 exercises in nine keys on charts, drill in 2-, 3- and 4-part measures; Junior 2d, review of interval work and time lessons, and chart exercises. Exercises of Part I, First Normal Music Reader in nine keys in connection with chart exercises; Senior 2d, exercises and songs of first series of charts and Part I of First Reader, with reviews of all preceding time and interval drills; third grade, First Reader complete with 2-part music; fourth grade, review of 2-part music of First Reader, Second Reader, Part I, with time lessons and divided beat and dotted notes, with fractional value, and simple chromatic work, 2-part music continued; fifth grade, Part I Second Reader complete; sixth grade, first semester, Part II of Second Normal Reader complete, 3-part music being sung during all the time, second semester, Introductory Third Normal Reader complete through to chromatics; seventh grade, Introductory Third Reader complete; eighth grade, Third Normal Reader for Mixed Voices complete.

While this report is not exact for all grades, owing to the fact that two grades whose work is quite different frequently occupy the same room, still it states the work actually done in a majority of instances. In the lower grades, much individual work has been done in writing exercises from dictation, and in reading, thus giving each child greater power than can possibly be gained through concert work, and also enabling the teacher to know the ability of each child. It has been interesting to note that those who are the readiest writers and readers, are the best in number work; and it shows very clearly that the music is as valuable in securing definite results as is the number work, and that music properly taught is disciplinary in its nature. It is the purpose next year to do a greater amount of individual singing in the lower grades thus keeping the development of the voice in line with other things.

It has been interesting also to note the large per centage of children who came into school unable to sing, or as monotones, who through the daily efforts of faithful teachers are at the close of the year able to sing fairly well, and to appreciate in others what they yet cannot do themselves. They have thus had opened to them avenues of enjoyment which otherwise might have remained forever closed.

In the High School there has been a class, numbering over 200 which has had two lessons per week throughout the year. This class has used the music of Euterpean collection of the Normal Course with supplementary work. In addition to the regular class work there has been a general chorus numbering about eighty voices, a boys' chorus of twenty voices, a girls' chorus of fifty or sixty voices, a High School Quartette and the Elite Quartette, each of which organiza-

tions has had one rehearsal a week outside of school hours. The progress made has been sufficiently demonstrated at the various public entertainments in which they have taken part.

But one entertainment at which admission was charged has been given, viz: The Greek Operetta Panathenaea, given by the girls' chorus. The receipts were nearly \$145 and the amount cleared about \$120, which was divided equally between the Philomathian and Hesperian Clubs after the indebtedness of the High School Record was discharged.

I wish to extend my thanks to Mr. Turnbull, the Principal of our High School, for the interest he has ever manifested in this department and for the aid he has always been so ready to give upon all occasions, and also to the High School teachers, who have, by their helpful spirit, shown their appreciation of whatever goes to build up the work of the school.

In closing, I wish to express my gratitude to the teachers who have so ably seconded all my efforts and who, by their zeal, have carried the work to a state which shows that music has a rightful place in the curriculum of public schools.

Let me express my appreciation of the courtesy shown this department by the Board of Education and the Superintendent, and to thank them for all their kindness.

Respectfully submitted,

MARY A. GRANDY,
Supervisor of Music.

June 6, 1896.

CONCLUSION.

Two years ago, as a matter of economy, the school year was reduced from ten to nine months, and the salaries cut down one-tenth. The teachers were thus called on to do the work of about nine and a half months in nine months, and were to receive less compensation. More work and less pay are conditions which sometimes produce discontent. Let it be said to the credit of the teachers, that they so loyally and cheerfully took up the work, and labored so faithfully and earnestly, that there has been no loss from shortened time in the school year. A careful survey of the year's work, convinces me that our schools are steadily increasing in efficiency.

It is a constantly recurring pleasure to acknowledge the uniform courtesy and loyal support the Board of Education has always extended to me.

Supervisors, principals, and teachers, deserve my highest commendation for their hearty co-operation and cordial support.

Respectfully submitted,

H. E. KRATZ,
Superintendent.

June 5, 1896.

COURSE OF STUDY.

BRIEF OUTLINE OF KINDERGARTEN COURSE.

Object.

To form an easy connection between the home life and school life of the child; to lead him to feel the unity of the universe, his relationship to man, to nature and to God; to lead him to see that loving service is the true object in life.

Materials.

Songs, games, stories, poems, the gifts and occupations of the kindergarten.

Lessons.

1. Relationship of child to family through bird life, animal life and plant life. Love and helpfulness the chief thought. Great love shown by doing for others. The Christ child.
2. Relationship of child to his neighbor through trade and commerce. Interdependence of mankind the chief thought.
3. Relationship of child to country through the lives of heroes and heroines of the past. True nobility of character the chief thought. Patriotism.
4. Relationship of child to God, the loving Father, symbolized by the universal elements of earth, water, air and light. The return of spring symbolic of immortality.

PRELIMINARY CLASS—18 WEEKS.

(Iowa admits pupils to her public schools at the early age of five years. Experience has shown that the first year of the usual course of study is too difficult for the average child of five, hence this Preliminary Class is organized to prepare the beginners for the regular first year's work.)

Attention should first be directed to overcoming the bashfulness and timidity of the children, resulting from their new surroundings. Draw each one out by conversation upon some familiar subject and try to lead him to feel at home as soon as possible. No little skill or patience is required to attain this result. Take all the time needed to accomplish this end. The children must have a little time to adjust themselves to their new surroundings and conditions, and to acquire the school room habits of work.

OUTLINE OF PRIMARY READING BASED CHIEFLY ON NATURE STUDY.

The work in primary reading includes three features: 1st. Language; 2nd. Reading; 3rd. Word Study, including phonics and spelling.

1. Language.

Language is needed only when there is thought to be expressed. To arouse an interesting thought in the child's mind is to place him under the strongest stimulus to use language and to use it well. To accomplish this, Nature Study furnishes the best and most abundant material.

The pupils must be led to observe accurately and to express truthfully and clearly what they have learned, concerning animals, plants, seasons, etc. (See outline of monthly topics.) These talks should be supplemented by the use of some appropriate poem, myth or story. The songs of the day should, as far as possible, be in harmony with the language work and preparatory to the reading exercise.

2. Reading.

Reading has as its chief aim, the gaining of the author's thought. In oral reading the author's thought is to be clearly conveyed in the author's words to some hearer. Proper expression here depends largely upon the proper grasp of the thought.

Every pupil should be made an eye reader, i. e., have the ability to look directly through a written expression to the meaning, and also be able to discover the unknown word or words which prevent this. Seek to develop this power of eye or sight-reading from the start, and natural oral expression will be secured without difficulty.

The sentence is the unit of expression. The child should, therefore, consider the sentence as a whole, and not be permitted to name one word at a time, or to begin to read the sentence aloud until he knows all it contains, thought and words.

Make use of the interest kindled by the morning talk, and the use of objects to give life and spirit to the reading lesson. The teacher, having in mind the sentences to be read, draws them from the children in conversation, then places them on the board and they are read by the pupils. Later, lessons should be presented copied on the hektograph or mimeograph.

The first few weeks the sentences are to be verified by the children. Before reading, "This is the root," "This is the stem," the child holds the plant and points to the part. Sentences can also be formed or questions asked about the weather, games, type forms, sphere, cylinder, number work, etc.

3. Word Drill.

As soon as the child can read a few sentences easily and rapidly, begin to call attention to the parts of the sentence, picking out different words in the

sentence, and followed by the recognition of words in lists, or by means of word games, etc. *The best results in Word Study come from the repeated use of these words in fresh sentences.* Give a separate period to word study and phonics. Don't mix these with the sentence work in reading.

Work in phonics need not be given until the close of the second month. Begin by slowly pronouncing the words in the sentences, as, "Get me the b-e-l-l." This ear training leads the child to see that words are composed of sounds. Exercise much in this line, using names of objects in the room, or interesting stories, before attempting to analyze the written words.

Next pronounce slowly the written words placed on the board so that letters and sounds are associated. By drilling on familiar words all the sounds may be taught, and as soon as learned, formed into new words in families. Some words as saw, car, come, cow, cat, hen, big, box, cup, may be used as key words. Use these key words to head family lists, as:

{ Cat, Car,
 { Rat, Cart, etc.

Keep a few of these key words on the board for reference in mastering new words. Any useful rules concerning the pronunciation of similar words may be taught here.

Spelling is at first simply the reproduction of the word forms from the copy. The child can soon reproduce words from memory and write short familiar sentences from dictation. The words for spelling should be placed in sentences and underlined, that the child while copying each word may see its relation in the sentence. Oral spelling should be deferred until the second semester.

OUTLINE OF MONTHLY TOPICS FOR LANGUAGE AND READING.

SEPTEMBER—One or two plants as wholes to show formation of seed, sunflower, caterpillar, butterfly, grasshopper, corn.

OCTOBER—Distribution of seeds: Color and falling leaves. (Continue with same insects.)

NOVEMBER—Fruits as treasure boxes. Preparation of buds for winter. Pilgrim Story. Squirrel. Longfellow. Thanksgiving.

DECEMBER—Evergreen. Christmas stories. Chicken or turkey.

JANUARY—Shelter and protection of animals and man. Fuel, fur, sheep, cleanliness.

FEBRUARY—Forms of water: Ice, snow, vapor, frost. Washington.

MARCH—Winds. Signs of spring, buds, sunshine, pussy willow.

APRIL—Rain. Germination of seed, butterfly, unfolding of leaves, return of birds, violet, pasque flower, fruit blossoms.

MAY—Life history of pea or bean, maple seeds, leaves, birds, and nesting, dandelions, etc.

JUNE—Flowers, birds.

REFERENCES: Any standard botany and zoology. Books in teachers' library: Waymarks for Teachers, Arnold; From Seed to Leaf, Newell; My Saturday Bird Class, Miller; Nature Stories for Young Readers, parts 1 and 2, Bass; Nature Myths, Cooke; In Bird Land, Keyser; Moths and Butterflies, Ballard; Our Common Birds and How to Know Them, Grant; Skyward and Back, Robinson; Tenants of an Old Farm, McCook; A Year Among the Trees, Flagg; First Science Reader, Nelson; Systematic Science Teaching, Howe; Nature Study, Jackman.

Teachers should read some of the works of such lovers of nature as Burroughs, Thoreau, etc.

Number.

Teach all operations orally to 5. Present them in the concrete. Teach pupils to see the composition of number groups. Secure accurate and rapid work as soon as practicable. (See outline of first year number work.) Take problems from Nature Study.

Writing.

Teach pupils to write in large hand writing the vertical system. Practice on slates, properly ruled, also on blackboard, pencils long and well sharpened; correct position of body, feet, arms and fingers. Drill first two weeks upon simple exercises to secure freedom of motion and to control pencil. Copy as soon as possible, in script, the words learned.

Physical Culture.

Follow direction in Leaflets, Nos. 1, 2, 3, 4, 5.

Music.

Practice of scale from different pitches. Interval work of Normal Music Course.

Drawing.

As directed by supervisor of drawing.

JUNIOR FIRST GRADE.

Reading.

Harper's First Reader. Use blackboard freely. Continue word study. Before reading a lesson from the book make all words familiar by use in blackboard sentences of your own. Carry out suggestions of preliminary class. Use Harper's First Reader to page 75, and read freely from Inter-State Primers and other suitable books.

Language.

Arouse thought and lead to its correct expression. Frequent conversations on what the children saw on their way to school, their games, etc., the children doing the greater part. Oral reproduction of short stories. Require correct language, but avoid fettering natural expression. Utilize the topics



CHEMICAL LABORATORY

under General Lessons. Emphasize Nature Study. Correlate language work with reading, spelling, number and drawing.

Spelling.

Pupils should be sufficiently familiar with words of most frequent occurrence to write them upon hearing them pronounced. Extend this in conjunction with oral spelling, as soon as practicable, to all words learned.

Number.

Teach all operations orally to 8, including halves of all numbers. Present all these subjects in the concrete. Teach pupils to see the composition of number groups. (See outline of first year number work.) Secure rapid and accurate work. Teach by use of practical problems, drawn from Nature Study and other sources. Use the briefest analysis consistent with clearness.

Writing.

Teach pupils to write in large hand using the vertical system. Practice on slates, properly ruled, and on blackboard, also on ruled paper with lead pencil. See that pencils are well pointed. Let pupils write all words from copy. Accept only good work.

General Lessons.

Direction Terms—Right, left, up, down, here, there, far, near.

Time—Day, year, week, hour, minute, second. Keep calendar on blackboard.

Observation lessons, following the outline of monthly topics for language and reading and suggestions in Prang's Drawing Course.

Physical Culture.

Follow directions in Leaflets Nos. 1, 2, 3, 4, 5.

Music.

Interval practice continued. Simple time work and reading of simple exercises in keys of C and G.

Drawing.

To be Studied—(a) Type solids: sphere, cube, cylinder, hemisphere, etc.

(b) Nature forms and common objects resembling these types.

(c) Pictures in which objects resembling types may be found. Observation of form and color.

Expression by modeling, by laying color tablets, by paper folding, etc.

Time, fifteen minute lessons each day.

SENIOR FIRST GRADE.**Reading.**

Use blackboard freely. Continue word study and phonics. Work out pronunciation of new words by sounds. Before reading a lesson from the

book make all words familiar by use in blackboard sentences of your own. Do not lose sight of suggestions in First Semester. Complete Harper's First Reader and use supplementary reading freely.

Language.

Continue to follow suggestions in First Semester. Teach use of capitals at beginning of sentences, I and O, and in such proper names as occur in the work. Teach use of period, asking mark and feeling mark at the end of sentences. Also to write Mr., Mrs. Carefully utilize the topics in general lessons. Study how to make all school work aid in advancing language. Commit several good poems to memory.

Spelling.

All new words in reading lessons to be spelled both orally and in writing. Practice also on words already in use.

Numbers.

Teach all operations orally to 11. Halves of all numbers to 10. Thirds and fourths of multiples to 10. U. S. coins, to dime, handled. Roman Numerals to X. Teach 2 pt.=1 qt.; 3 ft.=1 yd.; 4 pk.=1 bu., by actual measurements and then memorize. Name objects a foot and yard in length.

Writing.

Continue large writing on blackboard and at desk. Let pupils write from reader, also sentences gained from Nature Study. Give special lessons on form and spacing of small letters. Require pupils' best effort in all written work.

General Lessons.

Carefully follow the suggestions for Nature Study outlined in Prang's Drawing Course, and the outline of monthly topics for language and reading, given in Preliminary Grade.

Human Body—The parts and their uses, breathing, how, what, with what? Bones, what for? Effects of stimulants and narcotics in a few statements.

Care of Body—Cleanliness, exercise, etc.

Physical Culture.

Review work of First Semester. Teach Lessons 1 and 2 from first course of Delsarte work outlined according to the order given in text book by Mrs. Louise Preece.

Music.

Interval practice. Time lessons in two, three and four-part measure. Exercise reading in nine keys from first series of charts, Normal Music Course. Practice of semi-tones.

Drawing.

Same work as in First Semester.

JUNIOR SECOND GRADE.**Reading.**

Follow instructions of First Grade. Mark and work out pronunciation of new words by sounds. Continue Word Study and Phonics. Complete first half of Second Reader. Use supplementary reading and use sentences on board drawn from Nature Study.

Language.

Note First Grade instructions. Reproduce stories and poems orally. Form sentences using given words. Place objects before pupils to describe, drawing out quality words. Copy short sentences about familiar objects from black board. Oral and written description of plants and animals. Use of capitals in names of persons and places. Teach use of forms do, be, go. Carefully utilize the topics under General Lessons, especially Nature Study. Make reading, spelling, number and drawing supplement language.

Spelling.

Use all new words in oral and written sentences. Write easy sentences from dictation. Copy sentences from blackboard. Drill in phonic analysis to train vocal organs. Have a definite time daily for spelling exercises, generally written. Aim to fix the form of the word. Require pupils' best effort in all written work. Do not hurry.

Number.

Reading and writing numbers to 999. All operations orally to 20, including halves of all numbers to 20, thirds, fourths and fifths of multiples to 20. Teach units and tens with bundles of sticks. Secure accurate and rapid work. Teach 4 gi.=1 pt.; 4 qt.=1 gal.; 8 qt.=1 pk., by actual measurements, and then memorize. Have pupils name objects an inch, foot, a yard in length, etc. Practical problems: one operation, sums, minuends, products and dividends not above 500; oral combinations not above 20. No reduction in subtraction. Roman Numerals to XX. Use dollar mark. Teach by use of practical problems and some drill in rapid fundamental operations in the abstract. Card drill recommended. Teacher is to put in form and pupil to copy and give results.

For drill in mental arithmetic, teachers will follow Stoddard's New Intellectual Arithmetic, pages 1 to 5, 12 to 16, 20 to 23, 29 to 31.

Writing.

Merrill's Vertical Copy Book No. 1, Intermediate Series.

Use also lead pencil and loose paper in connection with copy book. Require pupils' best effort in all written work. Accept no poor writing in any subject.

General Lessons.

Human Body—circulation of blood, effects of stimulants and narcotics on circulatory organs. (See Pathfinder Series.) Carefully follow the outline of Nature Study and Literature given for Second Grade.

Physical Exercises.

Review First Grade work from outlines. Teach lower limb exercises. Teach Lesson 7. (Chart work outlined.)

Music.

Review of Senior First work and exercise reading in nine keys in Normal First Music Reader, supplementary chart work. Daily time and voice drills.

Drawing.

To be Studied—Review type solids. Take up new type solids, ellipsoid, ovoid, equilateral triangular prism, etc.; nature forms and pictures. Observation, same as First Grade. Expression, same as First Grade. Time, twenty minute lessons, daily.

**NATURE STUDY AND LITERATURE FOR SECOND
GRADE.**

SEPTEMBER—Study seed formation. Observe cricket and compare with grasshopper. Read some related poems or stories.

OCTOBER—Life history of spider. Migration of birds. Preparation of buds for winter. Read some related poems or stories.

NOVEMBER—Study fruit, as apple. Cat. Facts about War Eagle. Council Oak. Thanksgiving. Read about Hiawatha.

DECEMBER—Evergreens. Cold weather. Snow. Christmas. Related poems and stories.

JANUARY—Study children of the cold. How ice is formed. Read "The Four Winds from Hiawatha," and other related stories.

FEBRUARY—Study air, winds, what they do, direction, etc. Read some helpful story about Washington.

MARCH—Return of birds. Development of birds. Related poems and stories.

APRIL—Habits of birds, feeding, nesting, etc. Germination of seeds. Read related poems and stories.

MAY—Observe unfolding of leaves. Further study of birds. Action of the water, etc. Read related poems and stories.

JUNE—Flowers, their parts, use of the parts, etc. Read related poems and stories.

SENIOR SECOND GRADE.

Reading.

See First Grade suggestions. Emphasize distinct articulation and correct expression. Continue Word Study and phonics. Continue use of diacritical marks. Complete second half of Second Reader. Supplement with Inter-State Primers and other First Readers. Use supplementary books for sight reading only. Select lessons corresponding with the outline of Nature Study and literature.

Language.

Carry out oral and written work on parallel lines. Continue oral composition and reproduction. Copy short stories from blackboard or reading lesson. Reproduce short stories in writing. Continue descriptions of plants and animals. Capitalize names of days, months. Use comma with yes and no in address; apostrophe denoting ownership, omission of letters. Teach correct use of is, are, was, were, has and have. Utilize topics under General Lessons, especially Nature Study, and make all the lines of study aid in language.

Spelling.

Keep new words on blackboard for frequent use. Dictate sentences containing new words. Pupils are to spell all the new words and constantly to review old ones. Try to fix the form of the word in the mind's eye. Give time to write well.

Number.

Read and write numbers to 9,999. Oral work—all operations to 40, fractions to fifths. Written work—sums, etc., to 1000. Toward close of Semester, subtract when lower figure is greater than upper. Practical problems from Nature Study and other sources. Compound numbers involving one operation. Written work now to be put in form by pupil. Roman Numerals to L. Teach 7 da.=1 wk.; 12 mo.=1 yr.; 52 wk.=1 yr.; 16 oz.=1 lb. Drill much on fundamental operations. Stoddard's New Intellectual Arithmetic, pages 2 to 10, 12 to 18, 20 to 26, 29 to 33. Other problems in line with written work. Require brief analyses.

Writing.

Merrill's Vertical Copy Book, No. 1½, Intermediate Series. Use also lead pencil and loose paper in connection with copy book. Accept no carelessly written work of any kind.

General Lessons.

Foods—History and description of common articles of food. (See outline of Nature Study and literature for Second Grade.)

Physical Culture.

Review of First Semester work. Lesson 4, foot extension. Lesson 10, butterfly movement. Lesson 1, advanced course, balance step, chorography work. No. 4, Lesson 3, chorography work. No. 1, Lesson 4. Extra work—Grade leaflets. Marching three times a week.

Music.

Voice drills daily. Interval practice. Exercises and songs of First Series Charts and Part I. First Normal Music Reader.

Drawing.

Continue same work as in First Semester.

JUNIOR THIRD GRADE.**Reading.**

Second Reader, not more than one month in review. Third Reader, first half of book. Frequent drills on elementary sounds and use of diacritical marks. Use supplementary reading freely, selecting lessons corresponding with the outline of Nature Study and Literature.

Language.

Review previous work. Have pupils write out descriptions of familiar plants, animals, etc., which they have been studying. See outline of Nature Study and Literature for Third Grade. Tell important items of news. Reproduce, in their own language, stories read and told. Memorize choice selections concerning nature, duty, etc. Perform some action which the pupils can describe, to develop the idea of action words. Continue use of Quality Lessons. Metcalf's Language Exercises, two chapters.

Spelling.

Spell orally by letter and sound, and write words from all lessons. Analyze new words by sound and syllable. Study to impress the form of the word. Teach distinct use of homonyms met. Use Stickney's Word by Word Primary, to page 23. (Teacher's use only.) Require good writing. Do not pronounce words too rapidly.

Arithmetic.

Follow the suggestions and limits of work as laid down in Southworth's Essentials of Arithmetic, Book I, to page 45. This book to be used by the pupils. Strive to develop quickness and accuracy in the fundamental operations. Drill occasionally with cards. Bring in an occasional problem from other lines of study. Continue measurement of objects, to familiarize with inch, foot, yard, etc. Accept no carelessly written work. Supplement the work occasionally with similar problems taken from Stoddard's New Intellectual Arithmetic. (Teacher's use only.)

Use other problems in line with written work.

Writing.

Merrill's Vertical Copy Book No. 2, Intermediate Series. Give special attention to position, holding of pen, movement, and the analysis of letters. Accept no carelessly written work of any kind.

Geography.

In general, make this a thought, not a memory study by asking at every point. "Why?" Points of compass, idea of a map, map of school room, of school grounds, of Sioux City in mere outline.

OUTLINE FOR STUDY OF SIOUX CITY.

1. Location: Relative position, boundary.
2. Surface: Morningside table land, West Side valley and hills, Prospect Hill, Riverside Park, Central Park, Missouri River, Sioux River, Floyd River,

Perry Creek. Use sand table after pupils have observed some of these forms.

3. Climate: Cold winter, hot summer, changeable weather, prevailing winds—north-west and south-east; long, delightful falls, nearly rainless; severe storms. Ask reason for cold winter, hot summer, etc.

4. Population: Number, facilities for schools, churches, government, occupations, principal streets, principal buildings, plan of numbering.

5. Products: Stoves, ham, beef, etc. Why these products?

6. Commerce: Railroads, shipments, receipts, connections to Chicago, St. Paul, Minneapolis, Omaha, Des Moines. What leads to commerce? Following the outline for study of Sioux City, study Woodbury County.

General Lessons.

Human body—Lungs, how we breathe, what for? Effects of stimulants and narcotics on the lungs. Carefully follow outline of Nature Study and Literature for Third Grade.

Physical Culture.

Review all primary work as outlined. Lesson 3, first course.

Music.

Review of Senior Second work, with daily drills in writing and reading.

Drawing.

Drawing Book No. 1, Prang's Complete Course, together with clay modeling and more drawing from nature. Systematic study of primary colors with their tints.

NATURE STUDY AND LITERATURE FOR THIRD GRADE.

SEPTEMBER—Study two fall flowering plants, as golden-rod and sun-flower, with reference to difference in blossoming and seed bearing. Erosion, formation of valleys, hills, etc.

OCTOBER—Study of snail or clam. Preparation of plants and animals for winter.

NOVEMBER—Study of formation of soil, work of water. Relief maps of city. Thanksgiving with related literature, as Whittier's Thanksgiving Hymn. Stories of the Pilgrims.

DECEMBER—Study dog. Quartz. How animals differ from minerals. Evergreens. Christmas.

JANUARY—Study sand stone, feldspar, mica. Their chief properties. Sergeant Floyd.

FEBRUARY—How minerals differ from plants. Heat, its effects on solids, liquids, and gases.

MARCH—Further study of heat, effects on temperature and climate. Return of birds.

APRIL—Observation of habits, songs, etc., of a few birds. Germination of seeds. Compare pea and bean.

MAY—Leaves, their position, arrangement, parts, shape, venation. Cray fish.

JUNE—Recognition of common birds and flowers.

In each month read related poems and stories.

SENIOR THIRD GRADE.

Reading.

Complete Third Reader. Teach to use dictionary. Supplement with Second Readers and other books for sight and information reading. Select reading matter in harmony with Nature Study and Literature topics as given. Continue Word Study.

Language.

Give certain words to weave into a story. Emphasize paragraphing. In composition, use Nature Study and historical subjects. See outline of topics. Teach correct use of go, see, run, grow, throw. Common uses of period, comma, hyphen, quotation marks. Simple letter writing. Uses of homonyms. Metcalf's Language Exercises, complete, Part I. Accept no carelessly written work.

Spelling.

Follow instructions of First Semester. Study to impress the form of the word. Use Stickney's Word by Word Primary from page 33 to page 55. (Teacher's use only.)

Arithmetic.

Follow the suggestions and limits of work as laid down in Southworth's Essentials of Arithmetic, Book I, from page 45 to page 76. Strive to develop quickness and accuracy in the fundamental operations. Supplement with Stoddard's New Intellectual. (Teacher's use only.) Follow suggestions of First Semester.

Writing.

Merrill's Vertical Copy Book No. 3, Intermediate Series. See suggestions of First Semester.

Geography.

Teach the earth's surface by observation of the features about us. Then present earth as a whole, by means of globe, its size, form, motions, zones, seasons, and surface.

Present hemispheres, continents, oceans, large islands, chief land and water divisions, by sand table. Teach forms of land and water, as island, continent, peninsula, isthmus, cape, lake, ocean, sea, gulf, bay, strait, harbor, plain, hill, valley, mountain, river, brook, spring, by observation as far as practicable, and then by means of sand table.

Present a general idea of Iowa by means of map. Use sand table and draw outlines, and use also pulp maps.

General Lessons.

See outline of Nature Study and Literature for Third Grade. National flag—construction, history.

Physical Culture.

Review lower limb exercises. Lesson 4, first course.

Lesson 1, advanced course, line work.

Lesson 2, advanced course, basket step. Fancy step march. Selections for recitation with gesture. Extra work. Grade Leaflets. Outlines.

Music.

First Normal Reader, Part II. Two-part music for first and second soprano.

Drawing.

Drawing Book No. 2, Prang's Complete Course, together with clay modeling and more drawing from nature. Systematic study of the primary colors with their tints.

JUNIOR FOURTH GRADE.**Reading.**

First half of Introductory Fourth Reader. Continue Word Study. Use dictionary much, and much supplementary sight reading along lines in harmony with Nature Study and Literature topics.

Language.

Teach correct forms of the most common irregular verbs. Lead pupils to utilize new words in conversation and written work. Secure discrimination in the use of synonyms and opposites. Continue to utilize Nature Study topics. Write stories from words given. Reproduce matter previously read. Describe pictures, objects, and scenes. Use Metcalf's Language Exercises, Part II, chapters VI, VII. Accept no carelessly written work.

Spelling.

Use Stickney's Word by Word Advanced, to page 41. Begin use of book by pupil. Study to impress the form of the word in the "mind's eye." Require neat writing. Do not pronounce words too rapidly.

Arithmetic.

Follow the suggestions and limits of work as laid down in Southworth's Essentials, Book I, pages 76 to 107. Aim to secure quickness and accuracy in fundamental operations. Drill occasionally with cards. Accept no carelessly written work. Supplement the work occasionally with problems taken from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 1. Standard Series. Exercises on loose paper. Accept no careless work.

Geography.

Iowa—Following outline of study for Sioux City. Use pictures wherever possible. Cities: Des Moines, Sioux City, Burlington, Davenport, Dubuque, Cedar Rapids, Ottumwa, Iowa City, Keokuk, Marshalltown, Muscatine, Council Bluffs, Oskaloosa. Present general idea of states and territories. Divisions of North America. (Follow outline of North America in Fourth Grade, using italicized words.)

General Lessons.

Human body—Muscles, their structure and use. Effects of stimulants and narcotics upon them. Carefully follow the outline of Nature Study and Literature for Fourth Grade.

Physical Culture.

Review Third Grade work. Lesson 4, first course.

Music.

Review Part II of First Reader. Time lessons on divided beat, 2-, 3-, and 4-parts, and dotted notes with fractional values. Simple chromatic work. Part I of Normal Second Reader.

Drawing.

Drawing Book No. 3, of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light. Express same in three planes, light, shade, and cast shadow. Systematic study of primary colors with their tints and shades.

NATURE STUDY AND LITERATURE FOR FOURTH GRADE.

SEPTEMBER—Beetles and their life history. Study of aster, general structure and use of parts.

OCTOBER—Study of cray fish, its general plan and structure. Common autumn varieties of flowers.

NOVEMBER—Study of some characteristic vertebrate. What is a vertebrate? Read Mrs. Heman's Landing of the Pilgrims. Thanksgiving.

DECEMBER—Study of bluffs and rocks about Sioux City. Stories of Valley Forge. Evergreens. Christmas stories.

JANUARY—Study of coal. Granite, its composition, etc. Settlement of Sioux City.

FEBRUARY—Heat, its sources, effects on metals, water, air; leading to study of climate and zones. Ventilation and winds. Stories of Lincoln.

MARCH—Germination of seeds. Characteristics of the box elder, maple and elm.
 APRIL—Parts of a flower, using botanical terms, uses of each. Study of tadpole.
 MAY—Continue study of tadpole and evolution of frog. Deeds of heroism from the Civil War.
 JUNE—Study of columbine.

SENIOR FOURTH GRADE.

Reading.

Last half of Introductory Fourth Reader. Continue Word Study, including diacritical marks. Call frequently for substance of lessons in pupil's own language. Note punctuation marks and capital letters. Select reading in harmony with Nature Study and Literature topics.

Language.

Utilize Nature Study topics and geographical topics in compositions. Note changes in words to denote one or more. Combine statements. Unite several related sentences into a smooth paragraph. Continue the study of paragraphing. Metcalf's Language Exercises, Part II, completed. Accept no careless writing.

Spelling.

Use Stickney's Word by Word Advanced, pages 41 to 72. Study to impress the form of the word. Require neat writing. Do not pronounce too rapidly.

Arithmetic.

Follow suggestions and limits as laid down in Southworth's Essentials. Book I, pages 107 to 130. Insist on accuracy and quickness in fundamental operations. Accept no carelessly written work. Supplement occasionally with problems taken from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 2, Standard Series. Require pupils' best efforts in all kinds of written work.

Geography.

Effect of heat on water, air; evaporation; winds, currents, rainfall, water partings, flowing waters, soil making.

NORTH AMERICA—OUTLINE.

WATERS.

Hudson Bay and Strait, Baffins, Davis, St. Lawrence, Fundy, Chesapeake, Mexico, Caribbean, California, San Francisco, Puget, Behring Sea and Strait.

LANDS.

Banks Land, Cockburn, Cumberland, Greenland, Iceland, Newfoundland, Long Island, Bahamas, West Indies, Vancouver, Q. Charlotte, Sitka, Aleutian,

Melville, *Labrador, Nova Scotia, Florida, Yucatan, L. California, Alaska.*
Isthmus of *Panama* or *Darien*, *Barrow, Race, Sable, Cod, Hatteras, San Lucas,*
Mendocino, Flattery, Pr. of Wales.

SURFACE.

Appalachian, Cordilleras, Height of Land, Cascade, Sierra Nevada, Coast, Rocky, Ozark, Sierra Madre.

McKenzie, St. Lawrence, Mississippi, Missouri, Ohio, Rio Grande, Colorado, Columbia, Yukon.

Gt. Lakes, Gt. Salt, Winnipeg, Slave, Bear, Champlain, Chapala, Nicaragua.

Forest, prairies, rich soil, barren.

Niagara, Natural Bridge, Mammoth Cave, Yosemite, National Park, Grand Canon.

CLIMATE.

Study winds and currents of the globe as affected by heat of the equator, cold of the poles, and motion of the earth; *climate as affected by latitude, elevation, slope, nearness to sea*, winds and currents, barriers.

Teach the following, giving cause of each: Cold Labrador, warmer Alaska, icy Greenland and Iceland (geysers), temperate U. S.; hot, moist Mexican coast, cool Mexican interior; moist S. E. states; American Desert.

PEOPLE.

Densely populated districts; sparsely populated districts; Ottawa, Montreal, Quebec, *Washington, New York, Chicago, Philadelphia, Boston, Brooklyn, St. Louis, Baltimore, Charleston, Savannah, New Orleans, Cincinnati, Cleveland, Louisville, Denver, Kansas City, Salt Lake City, San Francisco, St. Paul, Minneapolis, Omaha, Mexico.* Each state and its capital. Occupations as influenced by climate and surface conditions.

PRODUCTIONS.

Wheat belt, corn belt, cotton belt, rice district, grazing district, mining districts, coal, iron, lead, gold, and silver districts, fishing coasts, fur regions, tropical fruits.

General Lessons.

Physiology—Food and drink. Carefully follow the outline of Nature Study and Literature for Fourth Grade.

Physical Culture.

Review Lesson 7 (Chart work outlines). Lesson 2, line work. Fancy step march. Suitable selections for recitations. Marching three times a week, observing laws. Extra work, Grade Leaflets.

Music.

Part I of Normal Second Reader continued, with 2-part music.

Drawing.

Drawing Book No. 4 of Prang's Complete Course, together with clay modeling and more drawing from nature. Study light and shade of objects. Express same in three planes, light, shade, and cast shadow. Systematic study of primary colors with their tints and shades.

JUNIOR FIFTH GRADE.**Reading.**

First half of Fourth Reader. See suggestions of Fourth Grade. Continue Word Study. Practice silent reading for rapid thought gathering. Select reading in harmony with Nature Study topics as far as possible.

Language.

Emphasize the prompt recognition of parts of speech by reference to their literal meaning. Continue the study of the forms of irregular verbs. Teach general use of capitals and marks. Frequent exercises in use of synonyms and opposites. Utilize the Nature Study topics in written work. Accept no careless writing. Use Hyde's Lessons in English, Part III, to page 93.

Spelling.

Use Stuckney's Word by Word Advanced, pages 72 to 97. Study to impress the form of the word on the "mind's eye." Require neat writing. Do not pronounce too rapidly.

Arithmetic.

Follow the lines of work indicated in Southworth's Essentials, Book I, pages 130 to 162. Insist on quickness and accuracy in the fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 3, Standard Series. Use loose paper. Practice spelling lessons. Drill in movement. Permit no careless writing in any subject.

Geography.

Review previous work. Detailed study of British America, following outline given immediately after Course of Study. In the same way, detailed study of New England and Middle States. Make free use of pictures.

General Lessons.

Physiology—Digestion, effects of stimulants and narcotics upon digestive organs, two periods per week. Nature Study and History, three periods per week. See outline for Fifth Grade.

Physical Culture.

All previous work reviewed. Lesson 5. See outline for Grade.

Music.

Review Fourth Grade work.

Drawing.

Drawing Book No. 5 of Prang's Complete Course. Clay modeling. More drawing from nature. Study light and shade of objects. Express same in three planes as before. Systematic study of intermediate colors with their tints and shades.

NATURE STUDY AND HISTORY FOR FIFTH GRADE.

SEPTEMBER—Insects and their relations with flowers. Study of Lewis and Clarke's Expedition.

OCTOBER—Study form and functions of leaves. Continue Lewis and Clarke's Expedition.

NOVEMBER—Study some typical vertebrate and learn the essential characteristics of that class.

DECEMBER—Study property of quartz, feldspar and mica, and their ready recognition. Boston Tea Party.

JANUARY—Study of evaporation and condensation, formation of rain, hail, frost, and snow.

FEBRUARY—Water, its work in erosion, transportation, and deposit. Scenes from Washington's life.

MARCH—Opening of cocoons. Chief characteristics of oak and cottonwood. Story of Nathan Hale.

APRIL—Study of some familiar bird, its classification, etc. Paul Revere's ride.

MAY—Study of some familiar flower, describing its parts, uses, etc.

JUNE—Classification of the frog.

SENIOR FIFTH GRADE.**Reading.**

Last half of Fourth Reader. Continue Word Study and thought getting. Ascertain what related thoughts the selection suggests. Use dictionary for new words. Point out beauties in expression and reference.

Language.

Dwell on correct forms of verbs and correct use of adjectives. Frequent exercises in use of synonyms, homonyms, and opposites. Continue to teach paragraphing. Original compositions upon subjects derived from Nature Study and History. Accept no careless writing. Letter writing. Hyde's Lessons in English, to page 186.

Spelling.

Stickney's Word by Word Advanced, pages 97 to 140. Study to impress the picture of the word in the "mind's eye." Require neat writing. Do not pronounce too rapidly.

Arithmetic.

Complete Southworth's Essentials, Book I from page 162, and review the entire book. Insist on quickness and accuracy in the fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils are not required to secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 4. Standard Series. Permit no careless writing in any subject.

Geography.

Detailed study of the remainder of the United States, paying particular attention to the state of Iowa. See outline at close of Course of Study.

General Lessons.

Physiology—Circulation, effects of stimulants and narcotics on circulatory organs, two periods per week. Nature Study and History, three periods per week. See outline for Fifth Grade.

Physical Culture.

Review Lesson 5. Teach Lesson 6. Review Lesson 2, line work. Teach the first two figures of Lesson 3 and the first three figures of Lesson 4, advanced course. Fancy marching three times a week, and recitations. Extra work from Grade Leaflets.

Music.

Part I of Second Reader complete, with daily drills in all difficulties of time.

Drawing.

Drawing Book No. 6, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade. Systematic study of intermediate colors with their tints and shades.

JUNIOR SIXTH GRADE.**Reading.**

Read about half of Seven American Classics. Continue Word Study. Take up simile and metaphor. Follow suggestions for Fifth Grade.

Language.

Secure prompt recognition of parts of speech from use rather than from form. Teach discriminative use of adjectives and relative pronouns. Utilize topics from other lines of work. Accept no careless writing. Hyde's Lessons in English, Part IV, and Supplementary Lessons, to page 253.

Spelling.

Sheldon's Word Studies, to page 35. Impress the correct picture of the word in the "mind's eye." Require neat writing. Do not pronounce rapidly

Arithmetic.

Follow Southworth's Essentials, Book II, from page 70 to 111. Insist on accurate and quick work in fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddards.

Writing.

Merrill's Vertical Copy Book No. 5, Standard Series. Accept no careless work in any subject.

Geography.

Detailed study of Europe. See outline at close of Course of Study. Use pictures freely.

General Lessons.

Physiology—The bones, their structure and use. Steele's Hygienic Physiology for pupils' use. Scientific temperance instruction twice a week, current events once a week, and Nature Study and History twice a week. Study of grains, parts, etc. Dissemination of seeds. Formation of sandstone, limestone. Adhesion and cohesion. Characteristics of the Indians. Mode of living, ideas, traits, local history. War Eagle. Leading incidents of Columbus' life. How he discovered America.

Physical Culture.

Review of Fifth Grade work. Teach Lesson 8. Outline for Grade.

Music.

Part II of Normal Second Reader complete, with 3-part music. Systematic practice of chromatics.

Drawing.

Drawing Book No. 7, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade, and artistic rendering. Systematic study of color in the grays; red-gray, yellow-gray and orange-gray with their tints and shades.

SENIOR SIXTH GRADE.**Reading.**

Complete Seven American Classics. Continue Word Study. Take up personification. Cultivate the imagination. Test the correctness of its pictures.



PHYSICAL LABORATORY.

Language.

Emphasize verb study. Drill on forms. Develop habit of self criticism in pupil. Complete Hyde's Lessons in English and review Parts III and IV. Accept no careless writing.

Spelling.

Sheldon's Word Studies, pages 35 to 61. Lead pupils to get a correct picture of the word. Require neat writing. Do not pronounce too rapidly.

Arithmetic.

Use Southworth's Essentials, Book II, pages 111 to 149. Insist on accurate and quick work in fundamental operations. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddard's.

Writing.

Merrill's Vertical Copy Book No. 6, Standard Series. Accept no careless writing in any subject.

Geography.

Detailed study of Mexico, Central America, West Indies, South America, and Africa. See outline.

General Lessons.

Physiology—The skin, its uses, structure, care, etc.; respiration, voice, and review of effects of stimulants and narcotics twice a week. Pupils use Steele's Hygienic Physiology. Current events once a week. Nature Study and History twice a week. Sources of heat, its effects upon climate. Study of ventilation. Critical study of leaves, shape, arrangement, venation and uses. Gravitation. De Soto's Discovery of the Mississippi. La Salle's Explorations. How the territory of Louisiana was acquired. Sioux Massacre of 1862. Custer's Expedition.

Physical Culture.

Review Lesson 8. Teach Lesson 9. Teach last two figures of Lesson 3 and first figure of Lesson 6, advanced course. Fancy marching three times a week, and suitable selections for recitations. Extra work from Leaflets. Bells, if desired, first series.

Music.

Introductory Normal Third Reader to page 74, with all chromatics. Chromatic scale practiced as a whole.

Drawing.

Same as First Semester.

JUNIOR SEVENTH GRADE.

Reading.

Read Seven British Classics, with supplementary reading from standard authors. Study the selections as literature. Continue word study.

Grammar.

Develop in pupils the habit of noting their own language, and criticising it. Whitney and Lockwood's English Grammar to page 60.

Spelling.

Sheldon's Word Studies, pages 61 to 88. Lead pupils to form a correct picture of the word. Accept no careless writing. Do not pronounce too rapidly.

Arithmetic.

Use Southworth's Essentials, Book II, pages 149 to 188. Accept no carelessly written work. Supplement occasionally with Stoddard's New Intellectual. Pupils need not secure Stoddard's. Other problems in line with written work.

Writing.

Insist that all written work be neatly done. Accept no careless work.

Geography.

Detailed study of Asia. Complete Australia, with the chief islands of Australasia. See outline. Thorough review of United States, with a brief outline of the great discoverers.

General Lessons.

Physiology—Circulation and digestion. Effects of stimulants and narcotics three times a week. Students use Steele's Hygienic Physiology. Current events once a week. United States history once a week. Begin use of text book. Complete to end of sixteenth century.

Physical Culture.

Review Sixth Grade work. Teach Lesson 9. Extra work from Leaflets. Bells second series.

Music.

Review of Introductory Third Normal Reader through chromatics. Chromatics reviewed. Minors taught, both harmonic and melodic. Minor scales practiced, with ex. for practice in Normal Introductory Third Reader.

Drawing.

Drawing Book No. 8, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade and artistic rendering. Systematic study of the grays, blue-gray, green-gray, violet-gray and gray-gray, with their tints and shades.

SENIOR SEVENTH GRADE.**Reading.**

Blaisdell's First Steps in English Literature to page 81, with supplementary reading from standard authors. Carefully follow suggestions for study in text books. Continue word study.

Grammar.

Develop discriminative use of pronouns and adjectives, Whitney & Lockwood's English Grammar, pages 60 to 106.

Spelling.

Sheldon's Word Studies, pages 88 to 125. Lead pupils to form a correct picture of the word. Accept no careless writing. Do not pronounce too rapidly.

Arithmetic.

Use Southworth's Essentials, Book II, pages 188 to 213. Accept no carelessly written work. Supplement occasionally with Stoddard's New Intellectual. Pupils need not secure Stoddard's. Use other problems in line with written work.

Writing.

Insist on careful and neat work in all written exercises. Accept no careless work.

History, U. S.

To the close of War for Independence.

General Lessons.

Physiology—Special senses, effects of stimulants and narcotics, three times a week. Pupils use Steele's Hygienic Physiology. Sound—How conveyed, best conductors. Light—Analysis, uses, kinds, light and ventilation in buildings. Language lesson from these topics once a week. Current events once a week.

Physical Culture.

Review Lesson 9. Teach Lesson 10. Line work as outlined for Grade. Extra work from Leaflets. First series of wand exercises. Fancy marching three times a week. Recitations with gestures.

Music.

Practice of minors continued. Diatonic modulation with ex. for practice. Chromatic modulation with ex. for practice.

Drawing.

Same as First Semester.

JUNIOR EIGHTH GRADE.

Reading.

Blaisdell's First Steps to page 190, with supplementary reading from standard authors. Follow carefully suggestions for study found in text book, paying special attention to figures of speech and beauty of expression. Continue word study.

Grammar.

Drill much on building up verbs from their principal parts. Fix the conjugations. Whitney & Lockwood's English Grammar, pages 106 to 184.

Composition.

In connection with other subjects. Insist on good penmanship.

Spelling.

Sheldon's Word Studies, pages 125 to 145. Accept no careless writing.

Arithmetic.

Use Southworth's Essentials, Book II, from page 209 to appendix 1. Accept no carelessly written work. Supplement occasionally from Stoddard's New Intellectual. Pupils need not secure Stoddard's.

U. S. History.

Complete and review the whole subject by March 1.

Physiology.

Nervous system, hints for the sick room and emergencies, poisons, etc., three times a week. Use Steele's Hygienic Physiology. One lesson per week, open for any subject not thoroughly mastered. Current events once a week.

Physical Culture.

Review Seventh Grade work. Teach Lessons 5, 6 and 10, advanced course.

Music.

Review diatonic and chromatic modulation of Normal Introductory Third Reader.

Drawing.

Drawing Book No. 9, Prang's Complete Course. Clay modeling. Study light and shade of objects, giving attention to gradation of light and shade, artistic rendering, pictorial design. Systematic study of colors in grays, red-gray, orange-gray, yellow-gray, with their tints and shades.

SENIOR EIGHTH GRADE.**Reading.**

Complete Blaisdell's First Steps.

Grammar.

Diagram and parse some. Require many examples to illustrate rules and definitions.

Whitney & Lockwood's English Grammar, pages 184 to 246, and review.

Spelling.

Sheldon's Word Studies, pages 145 to 174.

Arithmetic.

Use Southworth's Essentials, Book II, appendixes 1 and 2, Review of most important lines of work.

Government of Iowa.

Macy's Iowa Government Book, including constitution of Iowa, begin about March 1, and complete.

Physiology.

Review of all topics with special reference to the effects of stimulants and narcotics, three times per week. Utilize one period per week for any line of study that is behind. Current events once a week.

Physical Culture.

Teach Lessons 7, 8, 9 of advanced course. Review all previous work. Extra work from Leaflets. Second series of wand exercises. Fancy drills with marching three times a week. Recitations with gestures. Teacher may use the text book which is furnished for this grade.

Music.

Third Normal Reader for mixed voices, with ex. and songs for changed voices in bass clef. Further practice using bass staff. The work constantly reviews all difficulties of tune and time covered in all previous grades.

Drawing.

Same as First Semester.

GEOGRAPHY OUTLINE.

(FOR THE DETAILED STUDY OF A COUNTRY.)

I—LOCATION.

- I. *Mathematical:* Latitude and longitude of isolated divisions.
- II. *Relative position and boundary.*
- III. *Size:* (By comparison.)
- IV. *Outline:* Make outline map.
 1. Coast.
 - a. Waters: Seas, gulfs, etc.
 - b. Lands: Islands, capes, etc.
 2. Border mountains, rivers, lakes.

II—SURFACE.

Mould relief in sand and make permanent relief moulds.

- I. *General Surface:* Position of highlands, lowlands, slopes, etc.
- II. *Specific:*
 1. Mountains.
 2. Rivers and lakes.
 3. Soil and forestry.
 4. Miscellaneous features.
- III. Draw surface map.

III—CLIMATE.

- I. *Heat:* Influenced by latitude, elevation, slopes, winds, seas, etc.
- II. *Moisture:* Influenced by winds, barriers.
- III. *Healthfulness:* Influenced by I and II.
- IV. *Make Map*, showing climate and causes.

IV—POPULATION.

- I. *Density:* Cities and towns.
- II. *Character* of people as to industry, education, religion.
- III. *Government.*
- IV. *Occupations*, as influenced by all of the above features.

V—PRODUCTIONS. Make map of products.

- I. *Natural.*
 1. Animal.
 2. Vegetable.
 3. Mineral.
- II. *Manufactured.*

VI—COMMERCE.

I. *Class.*

1. Domestic.

- a. Receipts: What? Whence?
- b. Shipments: What? Whither?

2. Foreign.

- a. Imports: What? Whence?
- b. Exports: What? Whither?

II. *Means.*

- 1. Railroads, canals, steamship lines, rivers, caravans.
- 2. Make commercial map.

VII—MAKE CHART COLLECTION OF PICTURES.

COURSE OF STUDY--Sioux City High School.

FIRST YEAR.

| | CLASSICAL | LATIN-SCIENTIFIC | LATIN-GERMAN | ENGLISH-GERMAN | PERIODS WKLY. |
|----------|--|--|--|--|------------------|
| 1st Sem. | Latin
Algebra
English | Latin
Algebra
English | Latin
Algebra
English | Physiology
Algebra
English | 5
5
5 |
| 2nd Sem. | Latin
Algebra
History of Greece
English | Latin
Algebra
History of Greece
English | Latin
Algebra
History of Greece
English | Higher Arithmetic
Algebra
History of Greece
English | 5
5
3
2 |

SECOND YEAR.

| | CLASSICAL | LATIN-SCIENTIFIC | LATIN-GERMAN | ENGLISH-GERMAN | PERIODS WKLY. |
|----------|---|---|---|--|------------------|
| 1st Sem. | Cæsar
Algebra
History of Rome
English | Cæsar
Algebra
History of Rome
English | Cæsar
Algebra
History of Rome
English | German I
Algebra
History of Rome
English | 5
5
5
3 |
| 2nd Sem. | Cæsar and Cicero
Botany
History of England
English | Cæsar and Cicero
Botany
History of England
English | Cæsar and Cicero
Botany
History of England
English | German II
Botany
History of England
English | 5
5
5
3 |

COURSE OF STUDY—Continued—SIOUX CITY HIGH SCHOOL.

THIRD YEAR.

| | CLASSICAL | LATIN-SCIENTIFIC | LATIN-GERMAN | ENGLISH-GERMAN | PERIODS
WEEKLY |
|----------|---|---|---|--|-------------------|
| 1st Sem. | Cicero
Greek
Geometry
English | Cicero
Chemistry
Geometry
English | Cicero
German I
Geometry
English | German III
Chemistry
Geometry
English | 5
5
5
3 |
| 2nd Sem. | Cicero and Virgil
Greek
Geometry
English | Cicero and Virgil
Chemistry
Geometry
English | Cicero and Virgil
German II
Geometry
English | German IV
Chemistry
Geometry
English | 5
5
5
3 |

FOURTH YEAR.

| | CLASSICAL | LATIN-SCIENTIFIC | LATIN-GERMAN | ENGLISH-GERMAN | PERIODS
WEEKLY |
|----------|--|--|--|--|-------------------|
| 1st Sem. | Virgil
Physics
Greek
English | Virgil
Physics
Astronomy
English | Virgil
Physics
German III
English | German V
Physics
Astronomy
English | 5
5
5
3 |
| 2nd Sem. | Virgil and Ovid
Physics
Greek
English | Virgil and Ovid
Physics
Political Economy
English | Virgil and Ovid
Physics
German IV
English | German VI
Physics
Political Economy
English | 5
5
5
3 |

Music, two lessons per week. Optional after second year.

Every student in third and fourth year classes is required to prepare and deliver at least one oration during each semester.

Courses in Zoology, Geology, Physical Geography and General Biology, will be offered at any time when the number of students applying is large enough to warrant the formation of a class.

Special work may be elected only with the consent of the principal. No one, however, who has not completed the work of the first year in some regular course, will be permitted, unless under exceptional circumstances, to take work properly belonging in higher classes.

COURSE OF STUDY IN ENGLISH.

FIRST YEAR.

1st Sem. Rhetoric and Composition, two periods per week; Literature, three periods per week, Longfellow, Whittier and Scott.

2d Sem. Two periods per week, Rhetoric and Composition with Literature. Irving and Hawthorne, two periods per week,

SECOND YEAR.

1st Sem. Rhetoric and Composition, one period per week, Literature, two periods per week, Lowell, Bryant and Holmes.

2d Sem. Rhetoric and Composition, one period per week; Literature, two periods per week, Emerson's Essays, selected, Burke's Speech on Conciliation with America, Shakespeare's Julius Cæsar.

THIRD YEAR.

Literature, three periods per week.

1st Sem. Tennyson's Princess, Byron's Childe Harold's Pilgrimage and Prisoner of Chillon, Shakespeare's Merchant of Venice.

2d Sem. Macaulay's Life of Samuel Johnson, Carlyle's Heroes and Hero Worship, Ruskin's Sesame and Lilies; Selections from DeQuincey.

FOURTH YEAR.

Literature, three periods per week.

1st Sem. *a.* The history of the early and middle periods of English Literature, the central figures being Chaucer, Spenser, Shakespeare and Milton; *b.* Chaucer:

The Prologue and the Knight's Tale; *c.* Spenser: The Færie Queen, Cantos I and II. of Book I; *d.* Shakespeare: Selected Plays, with a study of the development of the modern drama.

2d Sem. *a.* Bacon: Selected Essays; *b.* Milton: Paradise Lost, Books I and II, and Lycidas; *c.* The history of the later periods of English Literature, the central figures being Dryden, Pope, Wordsworth, Tennyson and Browning; *d.* Selections from Dryden, Pope, Addison, Gray, Goldsmith, Cowper, Burns, Wordsworth, Coleridge, Shelley, Keats, Tennyson and Browning.

Part of the work outlined above, and especially that in the fourth year, is to be done as supplementary reading. The selections will vary from time to time, at the discretion of the instructor, to meet the needs of different classes, and to comply with college entrance requirements.

COURSE OF STUDY IN GERMAN.

FIRST YEAR.

- I. Joynes-Meissner's German Grammar with exercises to p. 122, approximately.
- II. Grammar to p. 186. Van Daell's German Reader.

SECOND YEAR.

- III. Grammar and Reader continued. Harris' Prose Composition.
- IV. Grammar: Finish Part II. Schiller's *Der Neffe als Onkel*. Selected Classics; Prose Composition, finish Part I.

THIRD YEAR.

- V. Grammar, finished; Schiller's *Wilhelm Tell*, Bernhardt's *Noveletten*; Prose Composition: Outline of German Literature, one period weekly.
 - VI. Grammar reviewed; Goethe's *Iphigenia auf Tauris*; Prose Composition finished; Outline of German Literature.
- German conversation throughout the course.

COMMERCIAL COURSE.

FIRST SEMESTER.

Commercial Arithmetic, Bookkeeping, Civil Government, Business Writing, Commercial Law and Iowa Code, Spelling, Shorthand and Typewriting.

SECOND SEMESTER.

Bookkeeping, Banking, Business Practice, Commercial Geography, Business Writing, Parliamentary Law, Shorthand and Typewriting.

One hour each week is devoted to literary exercises, consisting of declamations, essays and debates.

Students will not be required to buy text books for Shorthand and Parliamentary Law.

TEXT BOOKS IN USE.

HIGH SCHOOL.

Arithmetic—Higher, Well's Academic.

Algebra—Wentworth's School.

Astronomy—Young's.

Bookkeeping—Williams & Rogers'.

Botany—Spalding's.

Chemistry—Remsen's Elements.

Civics—Fiske's Civil Government.

Commercial Law—Clark's.

English—Keeler & Davis' Studies in English Composition.

Geology—Le Conte's Compend.

Geometry—Wentworth's.

German—Joynes-Meissner's Grammar; Van Daell's Reader; Schiller's *Der Neffe als Onkel*, *Wilhelm Tell*; Harris' Composition and Meissner's German Conversation.

Greek—Goodwin's Grammar; White's Beginner's Greek Book; Goodwin's *Anabasis*; Keep's *Iliad*; Collar and Daniell's Prose.

History—Myer's General History; Montgomery's History of England.

Latin—Allen & Greenough's Grammar; Tuell and Fowler's First Book in Latin; Kelsey's Caesar; Kelsey's Cicero; Greenough & Kirtledge's Virgil; Kelsey's Ovid; Daniell's Prose, I, II. Any standard text in Caesar, Cicero, Virgil and Ovid can be used.

Literature—Selected texts.

Physics—Gage's Principles.

Physiology—Hutchinson's.

Political Economy—Laughlin's.

Zoology—Packard's and Manual.

GRAMMAR AND PRIMARY GRADES.

Arithmetic—Southworth's Essentials, Books I and II, and Stoddard's Intellectual.

Civil Government—Macy's Iowa Government Book.

Drawing—Prang's Course.

Grammar—Whitney-Lockwood.

Geography—Werner's Introductory and Grammar School, Part I and Part II; for teachers' use, Frye's Child and Nature.

History—Barnes' History of U. S.

Language—Metcalf's Language Exercises and Hyde's Lessons in English.

Music—Normal Music Course.

Natural History—Tenney's Natural History, Hooker's Child Book of Nature. Bert's First Steps in Scientific Knowledge, for teachers' use only.

Physiology—Steele's Hygienic Physiology. Pathfinder Series, for teachers' use.

Reading—Harper's First, Appleton's Second, Third, Introductory Fourth, and Fourth Readers, Seven American and Seven British Classics, Blaisdell's First Steps in English Literature. A large variety of supplementary readers furnished by the Board of Education.

Spelling—Stickney's Word by Word Primary; for teachers' use, Stickney's Word by Word Advanced, and Sheldon's Word Studies.

Writing—Merrill's Vertical Copy Books, Intermediate and Standard Series.

NORMAL TRAINING SCHOOL.

Trades and professions are distinguished by skill and proficiency in definite lines of work. These are acquired only by thorough training. The lawyer, the physician and the minister each prepares for his work by a special course of training. The whole business of the country is run by men who, by special training, have been moulded to fit the places they fill. If teaching is to be a profession, and no one now doubts it, those who succeed in the calling must make special preparation for it. This fact has been acknowledged by the establishment of normal schools all over the country.

Sioux City has special need of such a school because the increase in her population from year to year, together with the falling away from the ranks of the profession, makes it necessary to employ from fifteen to twenty new teachers every year. To meet in part our own home demand for skilled teachers, we have established this Training School. Graduation, however, gives no special claim to employment, except as it stands for special ability and fitness to teach.

QUALIFICATIONS FOR ADMISSION.

All persons over 18 years of age who are graduates of high schools, and other persons of equivalent academic training, may be admitted to the school, provided they apply for admission before the 15th day of September, each year. Students will be received for the full course only.

In case the number of applicants exceeds sixteen, a competitive examination will be held and the sixteen with the highest standing, both in studies and in the qualities that make the first class teacher, will be admitted. Examinations will be held in (1) Arithmetic, (2) Algebra and Geometry, (3) Botany and Geology, (4) Geography, (5) Grammar, (6) History, (7) Physiology, (8) Reading and Literature, (9) Spelling.

TEACHERS' LIBRARY.

CLASS A—PSYCHOLOGY.

| | | |
|----|--|-----------|
| 1 | Hand Book of Psychology..... | Sully |
| 2 | The Teacher's Psychology..... | Welch |
| 3 | Mental Science and Culture..... | Brooks |
| 4 | First Three Years of Childhood..... | Perez |
| 5 | Education of Man..... | Froebel |
| 6 | Conduct of the Understanding, 3 volumes..... | Locke |
| 9 | Mind Studies for Young Teachers..... | Allen |
| 10 | Educational Psychology..... | Hopkins |
| 11 | Habit in Education..... | Radestock |
| 12 | Development Lessons, 2 volumes..... | Preyer |
| 14 | Senses and Will..... | Preyer |
| 15 | Outline Study of Man..... | Hopkins |
| 16 | Cultivation of the Memory, 2 volumes..... | Eldredge |
| 18 | A Pot of Green Feathers..... | Rooper |
| 19 | A Study of Child Nature..... | Harrison |
| 20 | Psychology, Volumes I and II..... | Payne |
| 22 | Compayre's Elements of Psychology..... | Payne |
| 23 | Psychology Applied to the Art of Teaching..... | Baldwin |
| 24 | Psychology of Childhood..... | Tracy |
| 25 | The Development of the Intellect..... | Preyer |
| 26 | Select Works of Ribot..... | Ribot |
| 27 | Practical Lessons in Psychology..... | Krohn |
| 28 | Mental Development in the Child..... | Preyer |
| 29 | Thinking, Feeling, Doing..... | Scripture |

CLASS B—GENERAL PEDAGOGY AND HISTORY OF EDUCATION.

| | | |
|---|---|--------------|
| 1 | Education as a Science..... | Bain |
| 2 | Philosophy of Education, 2 volumes..... | Rosenkranz |
| 4 | Locke on Education..... | Quick |
| 5 | True Order of Studies..... | Hill |
| 6 | Lectures on Teaching..... | Fitch |
| 7 | Elements of Pedagogy..... | White |
| 8 | Lectures on Teaching..... | Joseph Payne |

| | | |
|----|---|-------------------|
| 9 | Lectures on Science and Art of Education | Joseph Payne |
| 10 | Education | Spencer |
| 11 | Educational Mosaics | Morgan |
| 12 | Talks with Teachers | Mayo |
| 13 | Unconscious Tuition | Huntingdon |
| 14 | The Action of Examinations | Latham |
| 15 | Theory and Practice, 2 volumes | Page |
| 17 | History of Pedagogy | Hailman |
| 18 | History of Education | Painter |
| 19 | Educational Reformers | Quick |
| 20 | Pestalozzi, pamphlet | Phelps |
| 21 | Froebel, pamphlet | Phelps |
| 22 | Socrates, pamphlet | Phelps |
| 23 | Mann, pamphlet | Phelps |
| 24 | Life of Dr. Thomas Arnold | Stanley |
| 25 | Life of Horace Mann | Mann |
| 26 | John Amos Comenius | Laurie |
| 27 | Reminiscences of Froebel | Mann |
| 28 | Autobiography of Froebel | Mann |
| 29 | Education in the United States | Boone |
| 30 | Conduct as a Fine Art | Gilman & Jackson |
| 31 | The Teacher's Commercial Value | Bardeen |
| 32 | How Shall My Child be Taught? | Hopkins |
| 33 | Moral Instruction of Children | Adler |
| 34 | Prussian Schools Through American Eyes | Parsons |
| 35 | Notes on American Schools and Colleges | Fitch |
| 36 | History of Modern Education | Williams |
| 37 | Higher Education in Iowa | Parker |
| 38 | Higher Education in Tennessee, 2 volumes | Merriam |
| 40 | History of Education in Connecticut, 3 volumes | Steiner |
| 42 | History of Education in Delaware, 3 volumes | Powell |
| 45 | History of Higher Education in Rhode Island | Tolman |
| 46 | Proceedings Iowa Academy of Sciences, 2 volumes | Osborne |
| 48 | Talks on Pedagogics | Parker |
| 49 | The Spirit of the New Education | Hopkins |
| 50 | First Years at School | Sinclair |
| 51 | Household Education | Martineau |
| 52 | School Management | White |
| 53 | Literary Landmarks | Burt |
| 54 | Gentle Measures in Training the Young | Abbott |
| 55 | General Method | McMurry |
| 56 | A New Life in Education | Durell |
| 57 | Graded Schools in America | Page |
| 58 | Training of Teachers in America | Bramwell & Hughes |
| 59 | Science of Education | Herbart |

| | | |
|----|---------------------------------------|----------|
| 60 | Education of Man..... | Froebel |
| 61 | A Manual of Pedagogics..... | Putnam |
| 62 | Extension Bulletin Summer School..... | |
| 63 | Herbart and the Herbartians..... | De Garmo |
| 64 | History of Pedagogy..... | Compayre |

CLASS C—METHODS.

| | | |
|----|---|----------------|
| 1 | Normal Methods..... | Brooks |
| 2 | In the School Room..... | Hart |
| 3 | Art of Teaching..... | Ogden |
| 4 | Methods of Teaching, 2 volumes..... | Swett |
| 6 | Art of School Management..... | Baldwin |
| 7 | Principles and Practice..... | Johonnot |
| 8 | Methods of Instruction..... | Wickersham |
| 9 | Industrial Education..... | Love |
| 10 | Methods of Teaching in Country Schools..... | Lind |
| 11 | School Inspection..... | Fearon |
| 12 | Normal Methods, 2 volumes..... | Holbrook |
| 14 | The Teacher..... | Blakiston |
| 15 | School Ventilation..... | Morrison |
| 16 | The Way to Teach and How Not to Teach..... | Griffin |
| 17 | Methods of Teaching and Studying History..... | Hall |
| 18 | The Teaching of Geography..... | Geikie |
| 19 | Quincy Method, 6 volumes..... | Patridge |
| 25 | Securing and Retaining Attention..... | Hughes |
| 26 | Mistakes in Teaching..... | Hughes |
| 27 | Parker's Talks on Teaching, 7 volumes..... | Patridge |
| 33 | The Practical Teacher, 3 volumes..... | Parker |
| 36 | Methods of Teaching in Geography..... | Crocker |
| 37 | Methods in Written Arithmetic..... | Cook |
| 38 | School Management..... | Kellogg |
| 39 | School Devices..... | Shaw & Donnell |
| 40 | On Class Teaching..... | Eldredge |
| 41 | On Discipline..... | Eldredge |
| 42 | Development Lessons..... | DeGraft |
| 43 | Spelling Tract..... | Parker |
| 44 | How to Study Geography..... | Parker |
| 45 | Essentials to Geography..... | Fisher |
| 46 | Methods and Aids in Geography, 6 volumes..... | King |
| 52 | School Economy..... | Wickersham |
| 53 | Practical Work in the School Room..... | Yonge |
| 54 | Course of the Quincy Schools..... | Yonge |
| 55 | Course of Study and Methods of Teaching..... | Prince |

| | | |
|----|--|-----------------|
| 56 | School Management..... | Holbrook |
| 57 | Rosmini's Method in Education..... | Grey |
| 58 | Practical Hints for Teachers..... | Howland |
| 59 | Geographical Studies..... | Ritter |
| 60 | Development Lessons..... | DeGraff & Smith |
| 61 | How to Study United States History..... | Trainer |
| 62 | Brooks and Brook Basins..... | Frye |
| 63 | Supplementary Arithmetic..... | Giffin |
| 64 | Waymarks for Teachers, 2 volumes..... | Arnold |
| 66 | Special Method for History and Literature..... | McMurry |
| 67 | Arithmetic for Primary Grades..... | Fisher |
| 68 | Methods of Education in America..... | Zimmerman |
| 69 | Special Method in Geography..... | McMurry |
| 70 | How to Study and Teach History..... | Hinsdale |
| 71 | Improvement of the Senses..... | Grant |
| 72 | The Sentence Method of Reading..... | Farnham |

CLASS D—PRIMARY AND KINDERGARTEN.

| | | |
|----|---|-----------|
| 1 | Kindergarten Songs and Plays..... | Pollock |
| 2 | Guide to Kindergarten..... | Peabody |
| 3 | Kindergarten and School..... | Peabody |
| 4 | Kindergarten Culture..... | Hailman |
| 5 | The Kindergarten..... | Douai |
| 6 | Explanations of the Kindergarten..... | Froebel |
| 7 | Paradise of Childhood, 6 volumes..... | Wiebe |
| 13 | Kindergarten Guide..... | Krauss |
| 14 | Primary Methods, 3 volumes..... | Hailman |
| 17 | Primary Object Lessons, 3 volumes..... | Calkins |
| 20 | Observation Lessons in Primary Schools, 2 volumes..... | Hopkins |
| 22 | Lessons on Color, 2 volumes..... | Crocker |
| 24 | Education by Doing..... | Johnson |
| 25 | Grube Method in Arithmetic, 2 volumes..... | Seeley |
| 27 | The Child, 2 volumes..... | Kriege |
| 29 | The Child and Child Nature..... | Buelow |
| 30 | Songs for Little Children..... | Smith |
| 31 | Pollard's Manual of Synthetic Reading and Spelling..... | Pollard |
| 32 | Children's Rights..... | Wiggin |
| 33 | Lectures to Kindergartners..... | Peabody |
| 34 | Early Training of Children..... | Malleson |
| 35 | Nature Myths and Stories, 2 volumes..... | Cooke |
| 37 | A Study of Child Nature, 2 volumes..... | Harrison |
| 39 | How John and I Brought Up the Child..... | Grinnell |
| 40 | A Child's Garden of Verses..... | Stevenson |

| | | |
|----|---|----------|
| 41 | In the Child's World | Poulsso |
| 42 | Stories of Old Greece | Firth |
| 43 | Children, Their Models and Critics | Aldrich |
| 44 | Symbolic Education | Blow |
| 45 | Skyward and Back | Robinson |
| 46 | Classic Myths | Judd |
| 47 | Contents of Children's Minds | Hall |
| 48 | Songs for Little Children, Parts I and II | Smith |
| 50 | Merry Songs and Games | Hubbard |

CLASS E—TRAVEL AND GEOGRAPHY.

| | | |
|----|---|-------------|
| 1 | Boy Travelers in Ceylon and India | Knox |
| 2 | Boy Travelers in Russia | Knox |
| 3 | Boy Travelers in Japan and China | Knox |
| 4 | Boy Travelers in Siam and Java | Knox |
| 5 | Boy Travelers in South America | Knox |
| 6 | Boy Travelers in Australia | Knox |
| 7 | Boy Travelers in Mexico | Knox |
| 8 | Boy Travelers on the Congo | Knox |
| 9 | Zigzag Journeys in Classic Lands | Butterworth |
| 10 | Zigzag Journeys in Europe | Butterworth |
| 11 | Zigzag Journeys in the Sunny South | Butterworth |
| 12 | Zigzag Journeys in Northern Lands | Butterworth |
| 13 | Zigzag Journeys in Acadia | Butterworth |
| 14 | Zigzag Journeys in the Orient | Butterworth |
| 15 | Zigzag Journeys in Historic Lands | Butterworth |
| 16 | Zigzag Journeys in the Occident | Butterworth |
| 17 | Zigzag Journeys in the Levant | Butterworth |
| 18 | Family Flights Around Home | Hale |
| 19 | Family Flights Through Spain | Hale |
| 20 | Family Flights Over Egypt and Syria | Hale |
| 21 | Family Flights Through France, Germany, etc | Hale |
| 22 | Family Flights in Mexico | Hale |
| 23 | Stanley's Adventures in Africa | Headley |
| 24 | What Darwin Saw | Harper |
| 25 | Manual of Geography | Redway |
| 26 | Geographical Readers, 1, 2, 3, 4, 5 | King |
| 31 | A Smaller Commercial Geography | Chisholm |
| 32 | Saunterings | Warner |
| 33 | Lessons in the New Geography | Trotter |
| 34 | Picturesque Alaska | Woodman |
| 35 | The World and Its People, Modern Europe | Coe |
| 36 | Stories of Australasia | Pratt |

| | | |
|----|--|-----------|
| 37 | Stories of India..... | Pratt |
| 38 | Stories of China..... | Pratt |
| 39 | Northern Europe..... | Pratt |
| 40 | Stories of England..... | Pratt |
| 41 | Stories of Industry, Volumes I and II..... | Chase |
| 43 | On the Banks of the Amazon..... | Kingston |
| 44 | Great Cities of the Modern World..... | Smith |
| 45 | Geography of Iowa..... | Gilchrist |
| 46 | Essentials of Geography..... | Fisher |

CLASS F—HISTORY.

| | | |
|----|--|--------------|
| 1 | The Story of Ancient Egypt..... | Rawlinson |
| 2 | The Story of Media, Babylon and Persia..... | Ragozin |
| 3 | The Story of Persia..... | Benjamin |
| 4 | The Story of Phœnicia..... | Rawlinson |
| 5 | The Story of Assyria..... | Ragozin |
| 6 | The Story of Chaldea..... | Ragozin |
| 7 | The Story of the Jews..... | Hesmer |
| 8 | The Story of Carthage..... | Church |
| 9 | The Story of Rome..... | Gilman |
| 10 | The Story of Alexander's Empire..... | Mahaffy |
| 11 | The Story of the Goths..... | Bradley |
| 12 | The Story of the Saracens..... | Gilman |
| 13 | The Story of the Moors in Spain..... | Lane-Poole |
| 14 | The Story of Mediæval France..... | Masson |
| 15 | The Story of the Normans..... | Jewett |
| 16 | The Story of Hungary..... | Vambery |
| 17 | The Story of Turkey..... | Lane-Poole |
| 18 | The Story of Germany..... | Baring-Gould |
| 19 | The Story of Norway..... | Boyesen |
| 20 | The Story of Spain..... | Hale |
| 21 | The Story of Holland..... | Rogers |
| 22 | The Story of Ireland..... | Lawless |
| 23 | The Story of Mexico..... | Hale |
| 24 | The Story of Greece..... | Harrison |
| 25 | Stories of the War..... | Blaisdell |
| 26 | The Colonial Era..... | Fisher |
| 27 | Historical Geography of the United States..... | MacCoun |
| 28 | The Old South..... | Page |
| 29 | Beginnings of New England..... | Fiske |
| 30 | Critical Period of American History..... | Fiske |
| 31 | Young Folks' Book of American Explorers..... | Higgins |
| 32 | The Colonies..... | Thwaite |

| | | |
|----|---|--------------------|
| 33 | Building the Nation..... | Coffin |
| 34 | English History for American Readers..... | Higgins & Channing |
| 35 | A Hand Book of Iowa..... | |
| 36 | Pathfinder in American History..... | Gordy & Twitchell |
| 37 | American Politics..... | Johnston |

CLASS G—HELPS FOR SCIENCE TEACHING.

| | | |
|----|---|----------|
| 1 | Earth and Man..... | Guyot |
| 2 | Sea Islands of Alaska..... | Elliott |
| 3 | Bodley Family Telling Stories..... | Scudder |
| 4 | Bodleys on Wheels and Bodleys Afoot..... | Scudder |
| 5 | Bodleys Abroad and Bodley Grandchildren..... | Scudder |
| 4 | Seven Little Sisters, 6 volumes..... | Andrews |
| 13 | Each and All, 6 volumes..... | Andrews |
| 19 | Geographical Reader..... | Johonnot |
| 20 | Geography of the Oceans, 2 volumes..... | Williams |
| 22 | History of a Mouthful of Bread..... | Mace |
| 23 | Physiography..... | Huxley |
| 24 | Fairy Land of Science, 4 volumes..... | Buckley |
| 28 | Simple Experiments, 6 volumes..... | Woodhull |
| 34 | Our World, No. 2..... | Hall |
| 35 | Outline of Lessons in Botany..... | Newell |
| 36 | Glimpses of the Animate World..... | Johonnot |
| 37 | Practical Zoology..... | Colton |
| 38 | Birds..... | Tenney |
| 39 | Fishes and Reptiles..... | Tenney |
| 40 | Sea Urchins, Star Fishes and Coral..... | Tenney |
| 41 | Quadrupeds..... | Tenney |
| 42 | Bees, Butterflies and Other Insects..... | Tenney |
| 43 | Sea Shells and River Shells..... | Tenney |
| 44 | Common Minerals and Rocks..... | Crosby |
| 45 | Common Hydroids, Corals and Echinoderms..... | Hyatt |
| 46 | A First Lesson in Natural History..... | Agassiz |
| 47 | The Oyster, Clam and Other Common Mollusks..... | Hyatt |
| 48 | First Lessons on Minerals..... | Richards |
| 49 | Hints for Teachers of Physiology..... | Bowditch |
| 50 | Observation Lessons on Common Minerals..... | Clapp |
| 51 | About Pebbles..... | Hyatt |
| 52 | Concerning a Few Common Plants..... | Goodale |
| 53 | Worms and Crustacea..... | Hyatt |
| 54 | Insecta..... | Hyatt |
| 55 | Observation Lessons in Elementary Science..... | Hopkins |
| 56 | The World and Its People, Our American Neighbors..... | Dunton |

| | | |
|-----|--|----------------|
| 57 | The Ocean World..... | Fignier |
| 58 | Our World Reader, No. 1..... | Hall |
| 59 | Physical Geography, 2 volumes..... | Geikie |
| 61 | Walks and Talks in the Geologic Field..... | Winchell |
| 62 | Our World. No. 1 and No. 2..... | Hall |
| 64 | Outlines of Lessons in Botany, Parts I and II..... | Newell |
| 66 | Birds Through an Opera Glass..... | Merriam |
| 67 | Up and Down the Brooks..... | Bamford |
| 68 | Coal and the Coal Mines..... | Greene |
| 69 | Pepacton..... | Burroughs |
| 70 | Object Lessons, How to Teach Them, Volumes I and II..... | Rick |
| 72 | Winter Sunshine..... | Burroughs |
| 73 | Nature Study..... | Jackman |
| 74 | Nature Stories for Young Readers..... | Bass |
| 75 | Birds, Bees and Sharp Eyes..... | Burroughs |
| 76 | Little Flower People..... | Hale |
| 77 | Cat-Tails and Other Tales..... | Howlston |
| 78 | Longman's Object Lessons..... | Salmon & Green |
| 79 | Iowa Geological Survey, Volumes I, II, III, IV..... | Bain |
| 83 | Moths and Butterflies..... | Ballard |
| 84 | First Science Reader..... | Nelson |
| 85 | Geological Excursions..... | Winchell |
| 86 | Our Common Birds and How to Know Them..... | Grant |
| 87 | Nature Study..... | Jackman |
| 88 | Tenants of an Old Farm..... | McCook |
| 89 | In Bird Land..... | Keyser |
| 90 | Systematic Science Teaching, 2 volumes..... | Howe |
| 92 | Little Flower Folks..... | Pratt |
| 94 | My Saturday Bird Class..... | Miller |
| 95 | Nature Stories for Young Readers, Plant Life..... | Bass |
| 96 | Nature Stories for Young Readers, Animal Life..... | Bass |
| 97 | A Year Among the Trees..... | Flagg |
| 98 | Home Studies in Nature..... | Treat |
| 99 | Elements of Entomology..... | Eberhart |
| 100 | Bulletin of U. S. National Museum..... | Smith |
| 101 | Geology of Woodbury County..... | Bain |
| 102 | Iowa Geological Survey, 1894, Volume IV..... | |
| 103 | Stories Mother Nature Told..... | Andrews |

CLASS H—MISCELLANEOUS.

| | | |
|---|---|-----------|
| 1 | Intellectual Development of Europe, Nos. 1 and 2..... | Draper |
| 3 | Morals and Manners..... | Gow |
| 4 | New Gymnastics..... | Dio Lewis |

| | | |
|----|--|------------|
| 5 | Leonard and Gertrude | Pestalozzi |
| 6 | Emile | Rousseau |
| 7 | Levana | Richter |
| 8 | Sex in Education | Clark |
| 9 | The Evolution of Doubt | Smith |
| 10 | The Man Without a Country | Hale |
| 11 | Animal Intelligence | Romanes |
| 12 | Bulfinch's Mythology. (The Age of Chivalry) | Hale |
| 13 | Bulfinch's Mythology. (The Age of Fables) | Hale |
| 14 | The Schoolmaster in Literature | Eggleston |
| 15 | Words and Their Uses | White |
| 16 | Humors of School Life | Shreeley |
| 17 | Day Dreams of a Schoolmaster | Thompson |
| 18 | Old School Days | Harris |
| 19 | Report of the Commissioner of Education | Harris |
| 20 | Benjamin Franklin and the University of Pennsylvania | Harris |
| 21 | Ear and Voice Training | Calkins |
| 22 | How to Get Strong | Blakie |
| 23 | On the Use of Words | Eldredge |
| 24 | Laura Bridgeman, 2 volumes | Lamson |
| 26 | The Technique of Rest | Brackett |
| 27 | Report on Forestry, '93 | Fernon |
| 28 | A Little Journey in the World | Warner |
| 29 | The Power of the Will | Sharman |
| 30 | The Building of Character | Miller |
| 31 | House Journal '94 | |
| 32 | Senate Journal '94 | |
| 33 | Roderick Hume | Bardeen |
| 34 | Iowa Educational Directory, '94 '95 | |
| 35 | Iowa Documents, Volumes I, II, III, IV, V | |
| 40 | Transactions Iowa Horticultural Society | |
| 41 | Iowa Agricultural Report | |
| 42 | Honest Law Makers of Iowa | |
| 43 | Shorthand Instruction and Practice | |
| 44 | Report of Treasurer of Iowa | |
| 45 | Proceedings of Iowa Academy of Sciences | |
| 46 | Eleventh Census of United States | |
| 47 | Official Bulletin of N. E. A., '95 | |
| 48 | Bureau of Labor Statistics for Iowa, 1894-5 | |
| 49 | Church Texts | Boas |
| 50 | Ten Boys | Andrews |
| 51 | Biennial Report of State Librarian, 1895 | |
| 52 | Walks and Talks | Smith |
| 53 | Biennial Report of State Superintendent of Instruction, 1895 | Sabin |
| | Total number of books in Teachers' Library | 454 |

CLASS I—PERIODICALS.

| | |
|--------------------------|------------------------|
| Child Study Monthly. | Primary Education. |
| Directors' Round Table. | Public School Journal. |
| Education. | School Board Journal. |
| Geographical Magazine. | School Bulletin. |
| Iowa Normal Monthly. | School Education. |
| Journal of Education. | School Journal. |
| Midland Schools. | South Dakota Educator. |
| Popular Educator. | Teacher's World. |
| Woodbury County Teacher. | |

SCHOOL JOURNALS REGULARLY READ.

| | | | |
|------------------------------|----|--------------------------------|-----|
| American Teacher..... | 23 | Popular Educator..... | 62 |
| Childs Study Monthly..... | 42 | Primary Education..... | 70 |
| Current Events..... | 5 | Primary School..... | 30 |
| Educational Foundations..... | 1 | Public School Journal..... | 4 |
| Education..... | 5 | School Journal (N. Y.)..... | 13 |
| Educational Review..... | 3 | School Review..... | 5 |
| Earth..... | 1 | School Record..... | 1 |
| Intelligence..... | 20 | School Education..... | 32 |
| Iowa Normal Monthly..... | 2 | School Physiology Journal..... | 16 |
| Journal of Education..... | 26 | Teachers' Institute..... | 31 |
| Kindergarten Magazine..... | 6 | Teachers' World..... | 7 |
| Midland Schools..... | 13 | Woodbury County Teacher..... | 38 |
| Normal Instructor..... | 3 | Week's Current..... | 16 |
| | | Wis. Journal of Education..... | 3 |
| Total..... | | | 478 |

ORGANIZATION OF SCHOOLS, 1895-6.

SUPERVISION.

SUPERINTENDENT—H. E. KRATZ.

Office—High School Building, Twelfth and Jackson Streets.

Office Hours—8:30 to 11:00 A. M. Mondays; 4:00 to 5:00 P. M. every school day.

Stenographer in Office—Miss Rosanna Goodwin, 309 Market Street; 8:30 A. M. to 12:00 M., 1:00 to 5:30 P. M. every week day.

Supervisor of Music—Miss Mary A. Grandy, 1000 Pierce Street; at Superintendent's office every Wednesday, 4:00 to 5:00 P. M.

Training Teacher—Miss Mara L. Ferguson, Bancroft Building, corner Eleventh and Pearl Streets.

High School Principal—W. H. Turnbull, High School Building, Twelfth and Jackson Streets.

BUILDINGS AND TEACHERS.

HIGH SCHOOL.

TWELFTH AND JACKSON STREETS.

| | |
|--------------------------|---------------------------------|
| W. H. Turnbull | Principal, Greek |
| Mrs. H. K. Del Fosse | Latin |
| Miss Frances M. Cobb | Algebra |
| Mrs. E. P. Farr | Geometry |
| W. E. Life | Physics |
| Miss Gertrude W. Dawley | Latin |
| Miss Elizabeth Perkins | History |
| H. R. Wolcott | German |
| Miss M. Rowena Morse | Chemistry |
| Miss Harriett E. Day | Literature |
| Miss Lillian D. Smith | English |
| F. E. Lurton | Economics |
| S. D. Williams | Commercial |
| Miss Unis D. Colvin | Assistant |
| Miss Harriet Middlekauff | Senior and Junior Seventh Grade |
| John McGuire | Janitor. |
| Andrew Kregness | Engineer. |

ARMSTRONG.

EIGHTH AND PIERCE STREETS.

| | |
|----------------------------|-------------------------------------|
| W. M. Stevens..... | Principal |
| Miss Myrta Pierce..... | Senior Eighth Grade |
| Miss Lottie Burgess..... | Junior Eighth, Senior Seventh Grade |
| Miss Mollie Sawyers..... | Junior Seventh, Senior Sixth Grade |
| Miss Meta Grandy..... | Junior Sixth, Senior Fifth Grade |
| Miss Ella Packer..... | Junior Fifth, Senior Fourth Grade |
| Miss Blanche Lewis..... | Junior Fourth, Senior Third Grade |
| Miss Margaret Coulter..... | Junior Third, Senior Second Grade |
| Miss Minnie B. Mudge..... | Junior Second Grade |
| Mrs. E. H. Boehmler..... | Senior First Grade |
| Mrs. M. B. Stewart..... | Junior First Grade |

Ed. Provost, Janitor.

BANCROFT.

ELEVENTH AND PEARL STREETS.

| | |
|----------------------------|-------------------------------------|
| Miss Mara L. Ferguson..... | Principal |
| Mrs. H. E. Elliott..... | Junior Eighth, Senior Seventh Grade |
| Miss Anna Gray..... | Junior Seventh, Senior Sixth Grade |
| Miss Clara Stearns..... | Junior Sixth, Senior Fifth Grade |
| Miss Mary McCarty..... | Junior Fifth, Senior Fourth Grade |
| Miss Nellie Malone..... | Junior Fourth, Senior Third Grade |
| Miss Amy White..... | Junior Third, Senior Second Grade |
| Mrs. Ruth Van Husen..... | Junior Second, Senior First Grade |
| Mrs. May R. Miller..... | Kindergarten |
| Miss Harriette Young..... | Assistant Kindergarten |

J. B. Hilgers, Janitor.

BRYANT.

THIRTIETH AND JENNINGS STREETS.

| | |
|----------------------------|---|
| Miss Eva Kendall..... | Principal, Junior Sixth, Junior Fifth Grade |
| Miss Addie Walker..... | Junior Fourth, Senior Third Grade |
| Miss Ruth J. Keith..... | Junior Third, Senior Second Grade |
| Miss Charlotte Choate..... | Junior Second, First Grade |

H. M. Ingwersen, Janitor.

COOPER.

LEECH AND FAIRMONT STREETS.

| | |
|---------------------------|--|
| Mrs. Mina L. Faulk..... | Principal |
| Miss Bessie McKichan..... | Senior and Junior Sixth, Senior and Junior Fifth Grade |
| Mrs. H. B. Tooker..... | Senior and Junior Fourth Grade |

Miss Marie Schlawig.....Senior and Junior Third Grade
 Miss Anna Harrington.....Senior and Junior Third Grade
 Miss May C. Dorsey.....Senior and Junior First Grade
 Miss Lillie G. Orr.....Preliminary

Alfred Strand, Janitor,

DWIGHT.

SEVENTH AND WALL STREETS.

Miss Mary O'Connor.....Principal, Senior and Junior Fourth Grade
 Miss Robeina C. Pardoe.....Senior Third Grade
 Miss Mary E. Kelley.....Junior Third, Senior Second Grade
 Miss Bridgetta Conlan.....Senior and Junior Second Grade
 Miss Adah Jandt.....Senior First Grade
 Mrs. M. J. Moody.....Junior First Grade

Wm. Lambert, Janitor.

EVERETT.

WEST THIRD AND REBECCA STREETS.

Mrs. Emma H. Weidel.....Principal
 Mrs. R. W. Sloan.....Seventh and Eighth Grade
 Miss Emma Shontz.....Sixth and Senior Fifth Grade
 Miss Ada N. Shontz.....Junior Fifth, Senior Fourth Grade
 Miss Maggie Kennedy.....Junior Fourth Grade
 Miss Sue E. Massey.....Senior Third Grade
 Miss Emma Bliven.....Junior Third, Senior Second Grade
 Miss Bessie Jackson.....Junior Second, Senior First Grade
 Miss Kate Hubbard.....Junior First Grade
 Miss Marion Nivling.....Kindergarten and Preliminary
 Miss Louise H. Orwig.....Assistant Kindergarten

H. P. Nicholas, Janitor.

FRANKLIN.

NINTH AND PLYMOUTH STREETS.

Mrs. A. Armstrong.....Principal, Senior Fifth, Junior Sixth Grade
 Miss Maude Orr.....Junior Fourth, Junior Fifth Grade
 Miss Florence V. Kelly.....Junior and Senior Third Grade
 Miss Nellie McLaughlin.....Preliminary, Junior and Senior Second Grade

August Schmidt, Janitor.

HAWTHORNE.

LEEDS.

Miss Nettie L. Hotchkiss.....Principal, Senior and Junior Eighth Grade
 Miss Mattie Connolly.....Senior and Junior Sixth, Senior and Junior Seventh Grade
 Miss Mary L. Bush.....Senior and Junior Fifth Grade

Mr. M. H. Leitner.....Senior and Junior Fourth Grade
 Miss Minnie L. Swift.....Senior and Junior Third Grade
 Miss Edith Johnson.....Senior and Junior Second, Senior First Grade
 Mrs. N. R. Swingle.....Junior First and Preliminary
 E. Lukenbell, Janitor.

HOPKINS.

PANOAH AND WEST EIGHTH STREETS.

Miss Cora A. Holbrook.....Principal
 Miss Lizzie B. Mason.....Junior Eighth, Junior Seventh Grade
 Miss Edith Van Sickle.....Senior and Junior Sixth Grade
 Mrs. C. C. Booth.....Senior and Junior Fifth Grade
 Miss Elva Elston.....Senior Fourth Grade
 Miss Alice Richmond.....Junior Fourth Grade
 Miss Mary B. Wiley.....Senior Third Grade
 Miss Kate McCarty.....Junior Third Grade
 Miss Ellen McGuire.....Junior Third, Senior Second Grade
 Miss Lizette Strauss.....Senior Second Grade
 Mrs. C. M. Dickson.....Junior Second Grade
 Miss Clara Dineen.....Junior Second, Senior First Grade
 Mrs. Clara Merrill.....Preliminary
 Perry Pierson, Janitor.

HUNT.

TWENTIETH AND JACKSON STREETS.

Miss Frances Burrington.....Principal, Preliminary and First Grade
 Miss Lizzie Bowyer.....Senior and Junior Second Grade
 H. M. Ingwersen, Janitor.

IRVING.

ELEVENTH AND JENNINGS STREETS.

Miss Ella C. Truman.....Principal
 Miss Florence Keene.....Senior and Junior Sixth Grade
 Miss Abbie Sawyer.....Senior and Junior Fifth Grade
 Miss Alice McCarty.....Senior Fourth Grade
 Mrs. L. M. Smith.....Junior Fourth Grade
 Miss Etta R. Griffin.....Senior Third Grade
 Mrs. Laura L. Decker.....Junior Third, Senior Second Grade
 Miss Sara Skerry.....Junior Second Grade
 Miss Mabel M. Hoyt.....Senior and Junior First Grade
 Miss Harriet Buchanan.....Preliminary
 John Erhardt, Janitor.

LONGFELLOW.

MORNINGSIDE.

Miss Ella Hawkins.....Principal
 Miss Nellie M. Carr.....Senior and Junior Seventh, Eighth Grade
 Miss Mattie E. Adair.....Senior and Junior Sixth Grade
 Miss Minnie F. Allen.....Senior and Junior Fifth Grade
 Miss Jennie Ford.....Senior and Junior Fourth Grade
 Miss May I. Grandy,.....Senior and Junior Third Grade
 Miss Kate L. Kelley.....Junior Third, Senior Second Grade
 Miss Bertha Wyatt,.....Senior and Junior Second Grade
 Miss Fannie A. Palmer.....Senior and Junior First, Preliminary
 E. L. Fowler, Janitor.

MANN.

WEST THIRD AND BLUFF STREETS.

Mrs. M. E. McKichan.....Principal, Senior First and Preliminary Grade
 Miss B. M. Nelon.....Senior and Junior Fourth Grade
 Miss Janie Shanley.....Senior and Junior Third Grade
 Miss Reka Strauss.....Senior and Junior Second Grade
 J. Coleman, Janitor.

PEABODY.

THIRD AND PROSPECT STREETS.

Miss Kate M. Griffin.....Principal, Junior and Senior Fourth Grade
 Miss Helen Corkery.....Junior and Senior Third Grade
 Miss Terressa Kennedy.....Senior Second, Senior First Grade
 Miss Lizzie M. Rood.....Junior First and Preliminary
 Miss Elizabeth Davelaar.....Preliminary
 Wm. Lambert, Janitor.

RIVERSIDE.

Miss Helen Kaump.....Principal, Third and Fourth Grade
 Mrs. Helen I. Lane.....First and Second Grade
 Lee Maynard, North Riverside Janitor.

SMITH'S VILLA.

Miss Mary G. Hoskins.....Principal, Senior and Junior First Grade
 Miss Alice Ingersoll.....Junior Third, Junior Second Grade
 Fred Sterling, Janitor.

WEBSTER.

WEST FIFTH AND MARKET STREETS.

Miss Mary Ashford.....Principal
 Miss Mary Neely.....Senior and Junior Eighth, Senior Seventh Grade

| | |
|-----------------------------|------------------------------------|
| Mrs. W. E. True..... | Junior Seventh, Senior Sixth Grade |
| Miss Frances Hall..... | Junior Sixth, Senior Fifth Grade |
| Miss Bertha Richardson..... | Senior and Junior Fifth Grade |
| Miss Alma Barnes..... | Senior and Junior Fourth Grade |
| Miss Florence Coats..... | Senior and Junior Third Grade |
| Miss Carrie Lubert..... | Senior and Junior Second Grade |
| Miss Gertrude F. Wood..... | Junior Second, Senior First Grade |
| Miss Fannie Foster..... | Preliminary |

John Foley, Janitor.

WORCESTER.

DACE AND WALL STREETS.

| | |
|----------------------------|---|
| J. G. Hobson..... | Principal |
| Miss Nellie McMaster..... | Jun. and Sen. Seventh, Jun. and Sen. Eighth Grade |
| Miss Maud McMaster..... | Junior and Senior Sixth Grade |
| Miss Regina Jordan..... | Junior and Senior Fifth Grade |
| Miss Emma Coats..... | Junior and Senior Fourth Grade |
| Miss Sarah Jordan..... | Junior and Senior Third Grade |
| Miss Anna S. Anderson..... | Junior Second Grade |
| Miss Grace Loughran..... | Senior Second Grade |
| Miss Anna Johnston..... | Senior First Grade |
| Miss Ella R. Zuver..... | Junior First Grade |
| Mrs. Anna C. Moore..... | Kindergarten |
| Miss Mattie A. Foster..... | Ass't Kindergarten |

Herbert W. Allen, Janitor.

SUBURBAN SCHOOLS.

GLEN HILL.

| | |
|-------------------------|------------------------|
| Miss Mollie O'Hare..... | First to Fourth Grades |
| J. A. Foran, Janitor. | |

LAKEPORT.

| | |
|--------------------------|-------------------------|
| Miss Lina C. Dennis..... | First and Second Grades |
| E. L. Fowler Janitor. | |

PIXLEY PARK.

| | |
|---------------------------|------------------------|
| Miss Lillie L. Keefe..... | First to Fourth Grades |
|---------------------------|------------------------|

SPRINGDALE.

| | |
|---------------------------|------------------------|
| Miss Anna McCullough..... | First to Fourth Grades |
| John Holloway, Janitor. | |

SPRING GROVE.

| | |
|-------------------------|------------------------|
| Mrs. Mary Hallahan..... | First to Fourth Grades |
| Wm. Stanage, Janitor. | |

RULES AND REGULATIONS.

BOARD OF EDUCATION.

1. MEETINGS OF THE BOARD OF EDUCATION.—The annual meeting of the Board for organization shall be held on the third Monday of March of each year, and shall be called to order by the Secretary, who shall act as President *pro tempore*.

The Board shall elect from its own members a President for the ensuing year as provided by law.

At any meeting of the Board when the President so elected is absent, a President *pro tem.* shall be chosen.

2. On or before the next regular meeting of the Board after his election, the President shall appoint the following standing committees, consisting of not less than three members each, viz:

Auditing.
Finance.
Purchasing.
School House.
Teachers.

The first member named on each committee shall be Chairman, and the President *ex officio* member of all the committees.

3. The Board shall meet as provided by law, on the third Monday of September of each year, and choose from outside the Board a Secretary and Treasurer, who shall each serve one year from time of election.

The regular meetings of the Board shall be held on the first Monday of each month. Special meetings may be held at the call of the President, as provided by law.

4. The meetings shall be called to order by the President. The Secretary shall call the roll of the members, noting absentees, and the minutes of the preceding meeting or meetings, read and corrected, after which they shall be attested by the President.

5. The order of business shall be as follows:

1. Communications addressed to Board.
2. Report and recommendations of Superintendent.
3. Report of committees.
4. Resolutions.
5. Unfinished business.
6. New business.
7. Auditing claims and accounts,

All reports and resolutions shall be in writing.

6. The President shall preside at all meetings of the Board and perform such duties as are provided by law. In addition to his duties so defined, he shall from time to time bring before the Board such matters as in his judgment may require the attention of the Board, and shall at the close of his term of office each year, submit a written report of the general condition of the public schools with his recommendation for changes.

7. The Secretary shall perform such duties as are provided by law. He shall make and keep a list of all property belonging to the Board. He shall file all reports, resolutions and documents acted on by the Board. He shall prepare an annual report and submit it to the Board at its meeting in September of each year. He shall also submit a report of all receipts and disbursements of the district, at its annual meeting in March of each year.

8. The Treasurer shall hold all moneys belonging to the district, and shall pay out the same only on the order of the President, countersigned by the Secretary, and shall keep an account of all receipts and expenditures of the district, and shall make a report of same from time to time, as required by the Board. His books shall always be open for inspection.

SUPERINTENDENT,

1. ELECTION AND TERM OF SERVICE.—At the regular meeting of the Board in January of any year in which a term of service shall expire, it shall be the duty of the Board to elect by ballot a Superintendent of the Public Schools. He shall enter upon his duties on the first Monday in July following his election, unless the Board shall designate a different date. His term of service shall be for a period designated by the Board, not to exceed three years. He may be removed after a full hearing, for negligence or misdemeanor in official duty, or by full vote of the Board at any time upon thirty days' notice. At the expiration of his service he shall transmit to his successor in office such records and information as shall enable him to carry forward the work of the schools. A vacancy occurring in the office may be filled at any regular meeting of the Board, or at a special meeting called for that purpose. His salary shall be fixed at the time of his election.

2. The Superintendent shall devote himself exclusively to the duties of his office; shall have general supervision of all the schools in the city; their organization, classification, course of study, and the methods employed in instruction and management. To this end he is constituted the executive officer of the Board, and to him is committed the direction of all employees connected with the schools.

3. He shall inform himself concerning the methods pursued and the work done in other school systems, that he may intelligently suggest lines of improvement.

4. He shall meet the teachers as often as he deems necessary for the purpose of discussing methods of instruction, or management, not less than once in each month. He shall also lay out a course of professional reading

for the teachers and apply such tests as he may deem proper to ascertain how thoroughly the course has been pursued.

5. During each school day he shall keep regular office hours, of which due notice shall be given. In case of temporary absence from the city, or of sickness, he shall notify the President of the Board, the Chairman of the Teachers' Committee, or the Clerk, and make suitable provision for the performance of official duties.

6. He shall visit each room as often as possible, note the character and spirit of the work of teachers and pupils, and make such suggestions to either as will promote the interests of the school.

7. He shall conduct, or authorize, all examinations for admission or promotion.

8. He shall recommend to the Board from time to time such district boundaries as shall in his judgment secure the greatest convenience of school attendance possible with the capacity of the several buildings.

9. He may readmit pupils who have been suspended by principals or teachers for any misdemeanor, satisfactory reason having been given him that the fault will be corrected. Or, he may refer the case to the Board.

10. He shall prepare a system of blanks for the various records and reports and supply the teachers therewith.

11. He shall attend the regular meetings of the Board, shall make verbal report of the condition of the schools, promptly reporting any failures on the part of teachers or janitors to perform the duties required of them. At the end of each year he shall prepare a written resume, accompanied by such suggestions as shall make the future work of the schools more effective.

12. He shall ascertain the names of all non-resident pupils and report the same to the Board. He shall each term collect, in advance, all tuition fees, pay the same to the Secretary of the Board and report the amount to the Board.

SUPERVISORS.

1. Supervisors shall, under the direction of the Superintendent, carry out the special work assigned them.

2. They shall assist the Superintendent in the organization of the schools and at the semi-annual examinations, as he shall direct.

3. They shall call together the teachers by grades and instruct them in those subjects over which they have supervision.

4. They shall make out a schedule for regular visitation of each school building at the beginning of the school year, file the same with the Superintendent, give notice to each building of the times they are due, and strictly follow their schedule.

5. They shall make written reports of the progress of their work to the Superintendent as often as he may request.

PRINCIPALS.

1. Principals are in all matters pertaining to their work subject to the direction of the Superintendent.
2. Principals shall visit rooms daily, if possible, study how to improve each line of work, aid the teachers in securing greater efficiency in teaching, and see that the course of study and plans of work suggested by the Superintendent be faithfully carried out. They shall hold meetings of their assistant teachers for conference upon the work in hand at least once a month.
3. Principals shall have general supervision of the grounds, buildings and appurtenances of their respective schools, and shall be held responsible for any want of care, neatness or cleanliness on the premises. They shall notify the Superintendent of needed repairs, supplies and improvements.
4. They shall have supervision of the schools of their respective buildings in all matters pertaining to discipline. To secure the proper decorum of pupils on the playground and in entering and leaving the building, they may assign teachers to posts of supervision. See Nos. 7 and 8 concerning "Teachers."
5. They shall see that the clocks are regulated according to the standard city time.
6. They shall assist the Superintendent in preparing for and conducting examinations in such ways as he shall direct.
7. It shall be their duty to notify the Superintendent of neglect or inability on the part of teachers or janitors, and to carefully enforce Rule 3, pertaining to tuition of foreign pupils.
8. They shall keep a roll of their own names and the names of teachers of the building where date and amount of absence or tardiness on the part of either shall be recorded. A full report of the same shall be made to the Superintendent once a month.
9. Rules regarding teachers not inconsistent with the above rules shall also be equally binding upon Principals.
10. Principals may be assigned supervision of grade work under direction of the Superintendent.
11. It shall be their duty to examine and assign new pupils to their proper rooms and classes.
12. At the close of the year, they shall send to the Superintendent an inventory of all furniture, supplies and apparatus in their respective schools, and a written statement of all needed repairs.

TEACHERS.

1. All teachers shall be elected annually and their salaries determined. Reappointments shall occur in May, and new teachers, or teachers to fill vacancies, shall be elected at any regular meeting or special meeting called for the purpose. They shall hold their office during the period for which they are elected, unless sooner removed by the Board.

2. The Superintendent and Teachers' Committee shall fill temporarily all vacancies occurring during the year. The Board may elect such nominated teachers at any regular meeting. Every teacher employed by the Board shall secure a certificate to teach before entering upon her duties, and present the same to the Superintendent for record.

3. Teachers shall at all times be subordinate to the Superintendent, the Supervisors and the Principal of the building, in reasonable requirements.

4. They shall be in their rooms for the admission of pupils, at least twenty (20) minutes before the opening of school both morning and afternoon.

5. Absence except for sickness or other *unavoidable* circumstance must be by special permission of the Superintendent. In case of unexpected detention from duty, word should be sent to him at once. No teacher will be allowed to resign in order to accept a position elsewhere without giving one month's notice, and securing permission from the Board.

6. They shall acquaint themselves with the regulation of the Board and the course of study, and faithfully administer such parts as pertain to their schools. As often as once in three months they shall read and explain to pupils the rules relating to them, and shall open them to the perusal of each newly admitted pupil.

7. They shall maintain good order and discipline in the rooms at all times, and co-operate with the Principal in the preservation of good order in the halls and on the stairways. To this end they will be supported in the use of reasonable punishments. A neglect in this requirement, or a neglect when assigned to a post of supervision by the Principal to discharge the duties of that post, will be deemed sufficient cause for dismissal.

8. For aid in discipline the assistant shall appeal to the room teacher; the room teacher to the Principal; the Principal to the Superintendent; the Superintendent to the Board. The Superintendent may require special cases to be referred directly from the teacher to him.

9. Teachers shall report at once to the Superintendent in person any case of corporal punishment administered by them. They shall also confer with patrons and endeavor to secure their co-operation in matters of discipline, and plans of work.

10. They shall have *constant* care of the furniture and apparatus of their respective rooms, guarding them against the slightest misuse by pupils.

11. They shall be required to meet at the call of the Superintendent not oftener than once a week, for conference upon any subjects pertaining to their work. In case of absence a written excuse must be forwarded promptly to the Superintendent. Teachers shall faithfully follow out the methods approved by the Superintendent.

12. They shall be present and assist the Supervisors in their special exercises, and faithfully carry out all instructions given by the Supervisors.

13. They shall give attention to the temperature and ventilation of their rooms, maintaining a temperature of between 65 and 70 degrees Fahrenheit, and securing pure air, without drafts.

14. Within two weeks after the opening of school each teacher shall prepare a written programme of the work of her room, a copy of which shall be **conspicuously** placed in the room for reference, and a copy filed in the office of the Superintendent. Changes in the same shall be promptly reported.

15. No teacher shall permit the distribution of any advertisements, announcements of any entertainment, or presentation of any business enterprise in her room without the *written* consent of the Superintendent.

16. Teachers shall promptly investigate all cases of absence or tardiness of their pupils. No excuse for absence or tardiness shall be considered valid but *sickness* or some *imperative necessity*. They shall also promptly notify parents or guardians of every case of unexcused absence or tardiness.

17. Teachers shall make such reports of their work as shall be from time to time required. They shall also promptly respond to any tests the Superintendent may desire to make touching their prescribed course of professional reading.

18. Teachers are prohibited from giving in their school rooms, presents to their pupils, or receiving valuable presents from them.

PUPILS.

1. Pupils shall not be admitted to the schools until they have attained the age of five years. Whenever the teacher is in doubt as to age she may require a written permit from the Superintendent.

There shall be two stated times for the admission of pupils to the lowest primary grades, viz: First two weeks of School in September and last two weeks in January.

2. Pupils shall be required to attend the schools of their respective districts, provided that the Superintendent may, for the purpose of discipline, transfer a pupil. Pupils moving from one district to another, shall bear to the new school, from his former teacher, a card setting forth his grade and total attendance for the year. Provided, that moving on or after April 1st need not affect school residence for the year.

3. Pupils, whose parents or guardians are non-residents, will be received only upon receipt from Secretary of the Board for the payment of tuition. The rates of tuition shall be for

| | | | | | |
|-----------------|---|---|---|---|----------------------|
| High School | - | - | - | - | \$2 per month. |
| Grade School | - | - | - | - | \$2 per month. |
| Training School | - | - | - | - | \$30 for the course. |

4. Pupils are forbidden to gather about the school premises before the first ringing of the bell. After the first ringing of the bell they will be admitted to the grounds.

5. Each pupil must be provided with the books prescribed by the Board for his respective grade, together with such blank books and aids as are necessary to the regular work of the school. Pupils not so provided, after due notice has been given to the parent, may be reported to the Superintendent.

6. Pupils are required to be regular and punctual in attendance, and to present satisfactory excuse to the teacher for any delinquencies. Pupils are tardy unless they are seated at their desks at the stroke of the hall gong. Careless tardiness will be regarded a punishable offense.

7. Every pupil, absent or tardy, must promptly bring to the teacher a written excuse from parent or guardian. In case a pupil has been absent three half days, or tardy three times in four successive weeks, without valid excuse to the teacher, he shall be reported to the Superintendent and such pupil shall be retained in school only upon assurance that his attendance will be regular and satisfactory, otherwise he shall be suspended until such assurance is given.

8. Pupils must be tidy and cleanly in person. Teachers may send pupils home to remedy unnecessary neglect of this requirement

9. No pupil in whose person or family has existed any contagious disease shall be admitted to school until the accepted time of contagion has passed, except by certificate of physician that there is no danger of contagion.

10. Pupils are required always to be kind and respectful to one another, and to their teachers; to refrain from the use of tobacco in any form, from profane or obscene language, and when dismissed from school quietly to leave the premises and return directly to their homes.

11. In case any pupil shall deface or injure, in any manner, property belonging to the school, such pupil shall be required to repair such damages. Attention is called to Section 3986, Code of Iowa, 1873, which reads as follows: "If any person wilfully write, make marks or draw characters on the walls or any other part of any church, college, academy, school-house, court-house or other public building, or wilfully injure or deface the same, or any wall or fence enclosing the same, he shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not more than thirty days."

12. Persistence in even slight offenses, impossible to be enumerated, which detract from the quiet, the general order, or the good appearance of class or school, shall subject the offender to such punishment as the teacher shall believe to be commensurate with the nature and *spirit* of the offense, even to suspension.

13. Pupils shall be promoted who maintain a standing of 75 per cent. upon the work of their grade. Those who have attained a class standing of 80 per cent. or above in any subject shall be excused from the final examination in that subject. Pupils may be moved to higher or lower grades at any time when in the judgment of the teacher and Superintendent it will be to their interest or that of the school.

14. In arranging programme for High School graduating exercises, the student having attained the highest average standing for the four years, shall be

valedictorian, and the student attaining the next highest standing shall be salutatorian. In addition, the members of the graduating class shall select three students from the class, and the instructors of the High School three others, each to deliver an oration or essay. Each member of the graduating class shall prepare a graduating oration or essay.

15. Only actual members of the High School in good standing, or members of Alumni Association, are eligible to membership in the Literary clubs or societies connected with or meeting in the High School building. The Board will, however, on request of the clubs or societies, consider special requests for continuation of membership of students who may for good reasons be compelled to leave the High School before graduating. Members emphasizing the club work to the serious detriment of their class work in High School, shall thereby forfeit membership in their clubs.

16. Pupils will not be allowed to leave the school grounds during school hours, except on account of sickness, or by a written request of the parent, assigning a good reason therefor.

17. Pupils entering the public schools at the commencement of the school year, or at any time during the year thereafter, must comply with the requirements of the rules of the State Board of Health, which are as follows:

RULE 1. Every person entering any public school of Iowa must give satisfactory evidence of protection by vaccination.

RULE 2. The fact of vaccination and protection must be entered with each name on the school record and on transfer and promotion lists.

And it is ordered by the Board of Directors of the Independent District of Sioux City, that in enforcing the above rules, that the evidence of vaccination presented by a pupil shall be either:

First—A certificate of a physician that the pupil has been successfully vaccinated by such physician, or show a scar of previous vaccination.

Second—Teacher may accept his or her own personal examination of a vaccination scar on the pupil as such evidence, in lieu of a physician's certificate.

GENERAL.

1. The school year shall consist of thirty-six weeks, beginning usually with the second Monday in September. For the year 1896-7 it will begin September 7.

2. Thanksgiving Day with the following Friday, Christmas and New Years, with intervening days, and Decoration Day shall be regular holidays. Other holidays or vacations can be granted only by special vote of the Board.

3. The morning session shall be from 9 A. M. to 11:45 A. M. The afternoon session from 1:30 P. M. to 4 P. M. The First Grade shall have a recess of ten minutes each session, and dismiss at 11:15 A. M. and 3:15 P. M. The Second Grade, same recess, and dismiss at 11:30 A. M. and 3:30 P. M. The Third and Fourth Grades dismiss at 3:30 P. M. Times given above limit the working periods, no part of which is to be used in getting ready to dismiss.

4. The large bell shall be rung for three minutes, beginning at 8:40 A. M. and 1:10 P. M. It shall be rung for two minutes, beginning at 8:55 A. M. and 1:25 P. M.

5. Salaries shall be paid at the close of each four weeks. Teachers may suffer a reduction of pay for delinquencies under Rules 4 and 11.

JANITORS.

1. All rooms in use are to be swept daily after school and thoroughly dusted in the morning. Floors are to be thoroughly scrubbed, walls and windows cleansed at least three times a year.

2. Outhouses, sidewalks and yards are to be kept clean and in good order at all times.

3. Outer doors are to be locked in the absence of teachers while the Janitors are doing their work.

4. Janitors shall attend to the ringing of all bells.

5. They shall maintain heat sufficient to give the required temperature of the rooms. They shall visit each room about the middle of each session, note the temperature and ventilation, and under the direction of the teacher in charge make such corrections in either as are deemed necessary.

6. They shall remain at the several buildings while schools are in session, unless excused by the Principal, and shall exchange supplementary readers, secure supplies, etc., at request of Principal.

7. Cloak rooms opening into halls shall be locked immediately after the assembling of the schools, except where they serve as an entrance to the room, in which case the door between the school room and the cloak room shall be kept open.

8. They shall occupy the time of vacations in cleaning the building or in making needed repairs.

9. Janitors shall refrain from the use of tobacco in the building.

10. Janitors shall be subject to the Superintendent and Principal in all requirements, and shall make to the chairman of the school house committee monthly reports of personal property and supplies on hand on blanks furnished for that purpose.

SPECIAL.

The Board reserves the authority to restrain its employees in the abuse of privileges herein granted; and to amend, suspend or annul all or any part of these regulations at any time.

ALUMNI OF SIOUX CITY HIGH SCHOOL.

OFFICERS OF THE ALUMNI ASSOCIATION.

ALFRED W. YOUNG, '92, President. ELLA GREEN, '95, Secretary.
 W. H. McMASTER, '95, Vice President. MAURICE F. FITZGIBBON, '93, Treasurer.
 Executive Committee—E. J. CAREY, '90, BERT W. BAKER, '94,
 MRS. J. S. JORDAN, '78.

| Name and Residence | Occupation | Higher School |
|---|------------|--------------------------|
| '75—Helen Bogue. Died 1891. | | |
| Nellie Cobb. } City | Homekeeper | Western Coll. Oxford, O. |
| Mrs. E. H. Hubbard, } | | |
| Lucy Forbes. } Wildomer, Cal. | | |
| Mrs. McGee, } | | |
| Lelia Patterson, City | | |
| Lizzie Smith. Died 1882. | | |
| '77—Abigail Cleland. } City | Homekeeper | |
| Mrs. W. B. Humphrey, } | | |
| Stella Davis. } City | Homekeeper | |
| Mrs. Wm. Gordon, } | | |
| Wm. Johns Davis. Died 1883. | | |
| Augusta Falkenhainer, City | Teacher | |
| Lucy Patterson, City | | |
| Jennie Peterson. Calama, Wash. | Teacher | |
| Frederick Peterson, New York City | Physician | Buffalo Medical College |
| Hattie Smith. } City | Homekeeper | Highland Park, Chicago |
| Mrs. E. G. Burkam, } | | |
| Anna Wilson, Mrs. W. C. C. Cottrell. Died 1895. | | |
| '78—Edith Allen. } City | Homekeeper | |
| Mrs. J. S. Jordan, } | | |
| Fannie Allison. } Bozeman, Mont. | Homekeeper | |
| Mrs. E. M. Ferris, } | | |
| Jennie Bogue. } W. Grafton, W. Va. | Homekeeper | Commercial Coll., City |
| Mrs. W. M. King, } | | |
| Mary L. Davis. } City | Homekeeper | Mt. Holyoke Sem. Mass. |
| Mrs. H. M. Bailey, } | | |
| Julia C. Fogarty. Died 1891. | | |
| Lillian F. Hale. } City | Homekeeper | |
| Mrs. W. G. Clarke, } | | |

| Name and Residence | Occupation | Higher School |
|---------------------------------------|---------------------|----------------------------|
| Mary Hoskins..... } City | Homekeeper | Iowa State Normal |
| Mrs. L. Wakefield, } | | |
| John A. Magoun, City | Woodbury Co. Treas. | |
| Margaret R. Nairn, Salix, Iowa | Homekeeper | |
| Jessie G. Skinner... } City | Homekeeper | University of Wis. |
| Mrs. W. D. Turner, } | | |
| Luella A. Wright.... } Lonoke, Ark. | Homekeeper | Agricultural College |
| Mrs. W. D. McHenry, } | | |
| '79—Ilda L. Adams } Shakopee, Minn. | Homekeeper | Oberlin University |
| Mrs. J. A. Collier... } | | |
| Mary Ashford, Homer, Nebraska | Teacher | |
| Florence Charles } Minneapolis, Minn. | Homekeeper | University of Michigan |
| Mrs. F. S. Martin, } | | |
| Kate L. Davis } Minneapolis, Minn. | Homekeeper | |
| Mrs. Kennedy } | | |
| Anna Falkenhainer } City | Homekeeper | |
| Mrs. Frank Clark, } | | |
| Benj. R. Hopkins, City | Mail Carrier | |
| Mollie L. Sawyers, City | Teacher | |
| '80—Cora Fessenden. Died 1887. | | |
| Maria Griffin..... } City | Homekeeper | |
| Mrs. J. F. Gearen, } | | |
| Julia O'Connor. Died 1889 | | |
| Mary O'Connor. Died 1887 | | |
| Fannie Patterson... } Omaha, Neb. | Homekeeper | |
| Mrs. C. W. Hallen, } | | |
| Helen Woolworth... } City | Homekeeper | |
| Mrs. S. H. Moore, } | | |
| '81—Grace M. Allen, City | Insurance Clerk | |
| Hattie Allison..... } City | Homekeeper | |
| Mrs. O. C. Servis, } | | |
| Bevie Boehmler.... } Alpine, Cal. | Homekeeper | |
| Mrs. B. M. Walker, } | | |
| Florence J. Davis..... } City | Homekeeper | Mt. Holyoke Seminary |
| Mrs. Wm. C. Hutchins, } | | |
| Wilson C. Dibble, Palo Alto, Cal. | | Williams College |
| Kate S. Hubbard, City | Teacher | Oxford West'n Fem. Sem. |
| James R. Jordan, Armour, S. D. | Mgr. Lumber Co. | |
| Charles E. Kirk. Died 1888 | | |
| Ada Lozier..... } Alma, Mich. | Homekeeper | Illinois Wesleyan Univ. |
| Mrs. E. S. Pettijohn, } | | |
| Mary E. McCarty, City | Teacher | |
| Thomas J. McCarty, Holy Cross, Ia. | Roman Cath. Priest | St. Francis Coll. Milw'kee |
| Mary O'Connor, City | Teacher | |
| Lida Patterson..... } City | Homekeeper | |
| Mrs. J. A. Corbett, } | | |

| Name and Residence | Occupation | Higher School |
|--|------------------------------|-------------------------|
| '82—Mollie Baker. Died 1894 | | Peru Normal, Ind. |
| Rebecca Bedford } City | Homekeeper | |
| Mrs. R. F. Merrick, } | | |
| Lulu Camp | | |
| Mrs. W. A. Kifer, } | Homekeeper | |
| Florence L. Coats, City | Teacher | |
| George Davis, City | Real Estate | Poughkeepsie Bus. Coll. |
| Frank D. Fales, Allen, Neb. | Prin. of Schools | |
| Harry S. Hubbard, City | Banker | |
| Milton P. Holman, Sargents Bluffs, Ia. | Farmer | |
| Chauncey Joy, City | Lawyer | Iowa State University |
| William Myers, City | Photographer | |
| Addie Sawyers | | |
| Mrs. D. T. Reynolds, } | Col. Sp'ngs, Col. Homekeeper | |
| Helen Smith, Mrs. A. W. Blanchard. Died 1887 | | |
| Milton P. Smith, City | Alderman, Real Est. | Drake University |
| Mary Trudell | | |
| Mrs. E. R. Mousseau, } | City Homekeeper | |
| '83—Mabel Allison } | City | |
| Mrs. A. J. More | | |
| A. B. Anderson, City | Bookkeeper | |
| Maggie T. Ashford } | | |
| Mrs. Dr. Maxwell, } | Dak. City, Neb. | |
| Charles G. Atwood, City | Clerk | |
| Edward E. Chalmers | | Dartmouth |
| Leora M. Chase | | |
| Mrs. V. C. Sherman, } | City | University of Wis. |
| Helen F. Joy | | |
| Mrs. G. W. Brown, } | City | |
| Gertrude M. Kent, St. Paul, Minn. | Music Teacher | |
| Lena E. Moy | | |
| Chas. V. O'Connor, W. Creek, Colo. | Attorney | University of Michigan |
| Ella O'Connor | | |
| Mrs. P. J. Connors, } | City Teacher | |
| Frank D. O'Connor. Died | | |
| Jennie M. Purslow } | | |
| Mrs. J. M. Miller, } | St. Louis, Mo. | Iowa Normal |
| Gertrude A. Richardson } | | |
| Mrs. J. O. Patterson, } | Emporia, Kan. | State Normal |
| '84—George B. Ash, Onawa, Ia. | Bank Clerk | |
| Wm. E. Davis, City | Lawyer | |
| George L. Gilbert, Wayne, Neb. | Merchant Tailor | |
| Heien E. Hoskins } | | |
| Mrs. C. Johnson } | Kenton, Ohio | Oberlin College, O. |
| Blanche Lewis, City | Teacher | |

| Name and Residence | Occupation | Higher School |
|--|---------------------|----------------------------|
| Emma C. McCarty, City | | |
| Katharine McCarty, City | Teacher | |
| Mary Neff, Dakota City, Neb. | Teacher | Notre Dame University |
| Kate O'Connor, Sister Mary Benetta, Died | | |
| Charles E. Palmer, City | Com. Merchant | |
| Ethel Richmond, Wyoming, Ill. | Teacher | St. Catharine's Hall |
| Lottie Riemstad, Died | | |
| Alice E. Smith | } City | Homekeeper |
| Mrs. J. S. Michaels, | | |
| Annie M. Zuver | } City | Homekeeper |
| Mrs. L. Diffenbacher, | | |
| '85—Cora Camp | } City | Homekeeper |
| Mrs. F. M. Ziegler, | | |
| Frank Marousek, Neptune, Ia. | Teacher | |
| Myrta Richardson, Beaver Dam, Wis. | Teacher | |
| John J. Schlawig, City | Physician | Chicago Coll. Phys. & Surg |
| Alice Stephens | } City | Homekeeper |
| Mrs. Jos. A. Haley, | | |
| Cora E. Willey | } City | Homekeeper |
| Mrs. W. P. Stephens, | | |
| '86—Jennie E. Adams, City | Cashier | |
| Will Chase, City | | |
| Emma C. Coats, City | Teacher | |
| Flora Falkenhainer | } City | Homekeeper |
| Mrs. Gus Scherling, | | |
| Mary C. Foley, City | Teacher | |
| Lottie O'Connor, Homer, Neb. | Teacher | Georgetown Coll., D. C. |
| Louis Packer, City | Cashier | |
| Margaret J. Smith, Sioux Falls, S. D. | Supervisor of Music | |
| Betty Wannfried | } Homekeeper | |
| Mrs. Goldsmith, | | |
| Ella Zuver, City | Teacher | |
| '88—Margaret L. Beck | } St. Jos., Mo. | Homekeeper |
| Mrs. A. L. Allen | | |
| Anna Davis, City | | |
| Edward H. Holman, City | Minister | University of Iowa |
| Samuel B. Hoskins, City | Physician | University of Iowa |
| Margaret Kennedy, City | Teacher | |
| Margaret Murphy, Homer, Neb. | Teach'r of Painting | Notre Dame, Ind. |
| Bessie Nairn, Salix, Iowa | | |
| Frank E. Smith, City | Seedman | |
| Lizette Strauss, City | Teacher | |
| '89—Eugene Del Fosse, City | Clerk | |
| May Dillon, City | Music Teacher | Univ. of S. D. and Europe |

| Name and Residence | Occupation | Higher School |
|-----------------------------------|--------------|-------------------------------|
| Lizzie Eveleth. Died 1889 | | |
| Alice Halquist | | |
| Mrs. D. Stidworthy, } Homer, Neb. | Homekeeper | S. C. Training School |
| Louise J. Hansen | | |
| Mrs. E. C. Currier, } City | Teacher | S. C. Training School |
| John O. Kramer | | |
| Alice McCarty, City | Teacher | |
| Grace McCarty, City | | |
| Ella McGuire, City | Teacher | S. C. Training School |
| Bertha Richardson, City | Teacher | |
| Dollie Thornton | | |
| Mrs. Graham, } Arden, Mo. | Homekeeper | S. C. Training School |
| Lena Weldon, Denver, Colo. | | |
| Gertrude Wood, City | Teacher | S. C. Tr'g Sc'l. & Ia. St. U. |
| '90—Anna S. Anderson, City | Teacher | S. C. Training School |
| Eva E. Beck, City | | |
| John L. Bissell, New York City | Lawyer | |
| Emma M. Bliven, Dakota City, Neb. | Teacher | S. C. Training School |
| Minnie Bliven, Dakota City, Neb. | | |
| Tillie Bliven, Dakota City, Neb. | | |
| Edward J. Carey, City | Bookkeeper | |
| Adele Chrysler, City | Stenographer | |
| Alfred Cook. Died 1890 | | |
| Laura Cook, Iowa City, Iowa | | University of Iowa |
| Lizzie Davelaar, City | Teacher | S. C. Training School |
| Helen Falkenhainer | | |
| Mrs. T. Johnson, } City | Bookkeeper | |
| Etta Griffin, City | Teacher | S. C. Training School |
| Mieka Hansen, City | | |
| Mabel Hoyt, City | Teacher | S. C. Training School |
| Paul Jenkins, Princeton, N. J. | Minister | Princeton College |
| Eva M. Kleckner, City | | University of Iowa |
| Chas. A. Kneidler, City | Bank Clerk | |
| Fred W. Knott, City | Dentist | |
| Van B. Knott, City | Physician | Washington |
| Fred A. McMaster, City | Police Judge | University of Iowa |
| Bessie McKichan, City | Teacher | Morningside College |
| Rose O'Connor, City | | |
| Anna V. Phelps | | |
| Mrs. Frank Smith, } City | Homekeeper | |
| Carl Strauss, City | Clerk | |
| Frederica Strauss, City | Teacher | S. C. Training School |
| Wallace H. Swan, Europe | | Shattuck Military School |
| Clarence H. Winnie, City | Newsdealer | |
| Albert H. Wise, City | Clerk | |

| Name and Residence | Occupation | Higher School |
|-------------------------------------|------------------------------|-----------------------------|
| '91—Bertie Abernethy } City | Homekeeper | |
| Mrs. Chas. Launsbach, } | | |
| Carl M. Cole, Albion, Iowa | Teacher | Grinnell College |
| Jennie Curtis | | |
| Mrs. Ellsworth Paddock, } | Homekeeper | |
| Belle Eiseman, City | Teacher | S. C. Training School |
| Ella Hubbard, City | Teacher | S. C. Training School |
| Edith Johnston, City | Teacher | S. C. Training School |
| Henry Knowles, Redland, Cal. | Teacher | |
| Russel Marks, City | Lawyer | Yale |
| Maude McMaster, City | Teacher | Cornell |
| Don Nourse, City | Ag't S. C. P. R. R. | |
| Ella Packer, City | Teacher | S. C. Training School |
| May Pendleton, City | | University of Wisconsin |
| Gertrude Ross, Beloit, Wis. | Teacher | University of Wisconsin |
| Ida Thomas, City | Teacher | University of Chicago |
| '92—Roy Baker, City | Clerk | |
| Virginia A. Chase, City | | |
| Justine D. Ferris, Boston, Mass. | | Boston Art School |
| Nellie Higman, Poughkeepsie, N.Y. | Student | Vassar |
| Harry Krummann, City | Bank Clerk | |
| Grace A. Pierce, City | Teacher | S. C. Training School |
| Rob't H. B. Smith, New Haven, Conn. | Student | Yale |
| John Wheeler, Mechanicsville, N.Y. | R. R. Clerk | University of Wisconsin |
| Alfred W. Young, City | Clerk | |
| '93—Julia Ashford, Homer, Neb. | | Visita'n C. Georget'n D. C. |
| Felix C. Brasch, St. Joseph, Mo. | Plumber | |
| Nellie M. Dibble, Palo Alto, Cal. | Student | Leland Stanford |
| Maurice F. Fitzgibbon, City | Bookkeeper | |
| Frederica C. Hansen, City | Student | N. W. Univ., Evanston |
| Roy C. Holmes, Chicago, Ill. | Studying Law | |
| Alice L. Ingersoll, City | Student | S. C. Training School |
| Adah M. Jandt, City | Teacher | S. C. Training School |
| Thomas Coe Little, Omaha, Neb. | Student | Creighton Univ., Omaha |
| Lawrence J. McCarty, City | Clerk | |
| George O'Neil, Cullman, Ala. | Teacher | St. Bernard's Seminary |
| Grace B. Robinson, City | Clerk | |
| Louise P. Reese, Chicago, Ill. | Student | University of Chicago |
| Winifred E. Smith, Evanston, Ill. | Student | N. W. Univ., Evanston |
| Irena B. Townsend, Rosedale, Ore. | | |
| Cora P. Weaver, Genoa, Neb. | Teacher | |
| Flora B. Weaver } | | |
| Mrs. J. Ashford, } | Winn. Ag'cy. Neb. Homekeeper | |

| Name and Residence | Occupation | Higher School |
|---------------------------------------|----------------------|--------------------------------|
| Frank M. Wise, City | Merchant | |
| Albert O. Wakefield, City | Student | Iowa State University |
| '94—Flora Adams, City | Telegrapher | |
| Theodore Allen, City | Clerk | |
| Bert W. Baker, City | Collector | |
| M. Greta Beach, City | Music Teacher | |
| Edith Beard | } Minneapolis, Minn. | |
| Mrs. E. B. Martin, | | |
| Jennie Bruneau, City | | |
| John W. Carey, City | Bookkeeper | |
| May Clark, City | | |
| May C. Dorsey, City | Teacher | S. C. Training School |
| Jennie P. Ford, City | Teacher | S. C. Training School |
| Maud Fowle | } City | Homekeeper |
| Mrs. S. D. Myers, | | |
| Matt M. Gray, Pomeroy, Iowa | Journalist | |
| Edna Hall, City | Stenographer | Business College |
| Jennie Humbert, City | | |
| Shelley Keats Johnson, Kan. City, Mo. | Student | Dental College |
| Helen M. Kaump, City | Teacher | S. C. Training School |
| Baptista Kerby, Iowa City, Iowa | Student | University of Iowa |
| Lulu Kremer, City | Student | S. C. Training School |
| Anna McCullough, City | Teacher | S. C. Training School |
| Wilbur C. McNeil, Palo Alto, Cal. | Student | Leland Stanford Univ. |
| Helen Middlekauff, Oberlin, O. | Student | Oberlin College |
| Sam Page, City | Clerk | |
| Aibert C. Phillips, City | Student | Sioux City Med. College |
| John Rederich, City | Student | Leland Stanford Univ. |
| Marie Schlawig, City | Teacher | S. C. Training School |
| Carrie Skerry, City | Student | U. of S. D. & S. C. Tr'ng Sc'l |
| Daisy E. Wilder, City | Student | S. C. Training School |
| Harriette K. Young, City | Teacher | Chicago Kinder. Normal |
| Katherine G. Young, Vermillion, S. D. | Student | Univ. of South Dakota |
| '95—Laura Allen, City | Student | S. C. Training School |
| Robert Allen, City | Reporter | |
| Paul Beck, Winnebago Agency | | |
| Bertha Blum, City | Student | University of Iowa |
| Clara Britton, City | Student | Commercial School |
| Earl Cummins, City | Clerk | |
| Thomas Cowgill, Died 1895 | | |
| Jay Dundass, City | Clerk | |
| Eugene Eveleth, Salix, Iowa | Teacher | |
| Fred Eveleth, Salix, Iowa | | |

| Name and Residence | Occupation | Higher School |
|--|-------------------|-------------------------|
| Marie Fitzgibbon, City | Student | S. C. Training School. |
| Edith Fogg, City | Student | S. C. Training School. |
| Maud Galbraith, City | Student | Oberlin College |
| Florence Gilbert, City | Student | S. C. Training School. |
| Ella Green, City | Student | Univ., Washington, D.C. |
| Margaret Haley, City | Stenographer | |
| Ethel Hood, City | | |
| Versa Horner, City | | |
| Brown Higman, New York City | Clerk | |
| Charles Hills, City | Clerk | |
| DeWitt Hughes, City | Student | University of Iowa. |
| George Junk, City | Bookkeeper | |
| Alice Jordan, City | Student | University of Wisconsin |
| Gertrude Kellogg, City | Elocution Teacher | |
| Edyth Kneeder, City | Student | S. C. Training School. |
| Julia Murphy, City | Student | S. C. Training School. |
| Olive Murphy, City | Student | S. C. Training School. |
| Loretto McCarty, City | | |
| Grace McGuire, City | Student | S. C. Training School |
| Mellie McAllister, Ashton, S. D. | | |
| Gertrude McDaniels, City | | |
| Will McMaster, City | Student | Beloit College |
| Joanna Oliver, Onawa, Iowa | Student | Wellesley College |
| Clara Perkins | City | Homekeeper |
| Mrs. W. H. Sammons, | | |
| Birdie Price, City | | |
| Fred Rose, City | Student | Beloit College |
| Lida Richardson, City | Teacher | |
| Lulu Smead, City | Stenographer | |
| Marjorie Spaulding, City | Teacher | |
| Edna Sprague, City | | |
| Harlan Shoemaker, City | Student | Leland Stanford Univ. |
| Craig Spencer, Dakota City, Neb. | Student | University of Nebraska |
| Humphrey Statter, City | Journalist | |
| Ida Webb, City | Student | S. C. Training School. |
| Elizabeth Wilson, City | | |
| Adelia White, City | | |
| Mazie Young, City | Student | Univ. of South Dakota |
| Jennie Youngren, City | Student | S. C. Training School. |
| Number of members | | 279 |
| Graduates of '96 (see names in H. S. Report) | | 31 |
| Total number of graduates | | 310 |

